DOCUMENT RESUME

ED 282 493 HE 020 320

AUTHOR	Moore, Bernice
TITLE	A Longitudinal/Panel Study of Persisting and Nonpersisting Rural Minority College Students. Part I: Freshman Uninterrupted Enrollees, Transfers, and Dropouts. Research Bulletin No. 47.
INSTITUTION	South Carolina State Coll., Orangeburg.
SPONS AGENCY	Department of Agriculture, Washington, D.C.
PUB DATE	Sep 85
NOTE	106p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Aspiration; *Academic Persistence; *Black Colleges; Black Students; *College Attendance; College Environment; College Freshmen; College Transfer Students; Dropouts; Family Characteristics; Financial Needs; Higher Education; Longitudinal Studies; *Rural Population; Student Attitudes; *Student Attrition; *Student Characteristics; Student College Relationship; White Students
IDENTIFIERS	*South Carolina

ABSTRACT

Student attrition at six South Carolina colleges was studied: three of the colleges were small, traditionally black, four-year private colleges, while three were mid-sized, public, four-year colleges, one of which was traditionally black. The sample of first-time freshmen consisted of 301 black males, 538 black females, 220 white males, and 319 white females. At the start of the sophomore year, there were 1,039 persisters, 141 transfers, and 170 dropouts. The 52-item Student Survey questionnaire covered race, sex, marital status, number of siblings, religious preference and church attendance, hometown size, family income, parents' education and occupations. Also assessed were: students' views of the importance of college graduation, parental influence on attending college, extent of student employment, influences on career goals/plans, sources of student funds, educational aspirations and expectations, choice of major, concern about money, personal values/motivation, students' perceptions of the college environment, and participation in extracurricular activities. Information about withdrawals was obtained with the Student Follow-up Survey, which is appended along with the Student Survey. Self-reported responses by black and white females and males are reported separately. (SW)

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Research Bulletin No. 47 September, 1985

A LONGITUDINAL / PANEL STUDY OF PERSISTING AND NONPERSISTING RURAL MINORITY COLLEGE STUDENTS

Part I: Freshman Uninterrupted Enrollees, Transfers, and Dropouts

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Bernice Moore

Published as a Technical Contribution from South Carolina State College Orangeburg, South Carolina

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Part I: Freshman Uninterrupted Enrollees, Transfers, and Dropouts

Bernice Moore, Research Fellow
Principal Investigator

1890 Research
South Carolina State College

ABSTRACT

This longitudinal/panel study involves 1,378 students who were first-time entering freshmen at one of six South Carolina colleges in the fall of 1983. The sample consists of 301 black males, 538 black females, 220 white males, and 319 white females. Division of the 1,378 subjects according to beginning of sophomore year enrollment status resulted in the formation of two groups of persisters--uninterrupted enrollees *(N = 1,039)* and transfers *(N = 141)* -- and a single group of nonpersisters or dropouts *(N = 170)*. Only 28 freshman year withdrawals could not be located via mail and telephone follow-ups; these are treated as "lost" to the study population.

The major purposes of the study are to (1) establish baseline data on attrition rates in selected colleges in South Carolina and (2) investigate the relationship between persistence and selected nonintellectual variables. More specifically, the objectives of this research are to (1) examine the variation in attrition rates by selected background characteristics of the population; (2) explore the relationship between college attrition and students' levels of motivation and commitment; (3) assess the relationship between college attrition and students' experiences within variant college environments; and (4) investigate the relationship between attrition and the choice of college major.

A 52 item questionnaire entitled "Student Survey" was used to collect base-year data. The questionnaire elicited self-reports relative to race; sex; marital status; college classification; number of siblings; family structure; religious preference of respondents and their parents; frequency of church attendance; hometown size; and parental education, income and occupation. The survey also included measures to assess: (1) students' perceptions of the importance of college graduation to both them and their parents, (2) influence of parents on students' decision to attend college, (3) extent of student employment, (4) primary influencers of occupational plans and career goals, (5) primary sources of educational funding, (6) educational aspirations and expectations, (7) choice of major, (8) concern about finance, (9) personal values/motivation, and (10) extent of participation in extracurricular activities. The American Council on Education granted permission to use items 48 and 49 which inquire about students' perceptions of the college environment. A two-page instrument entitled "Student Follow-Up Survey" was used to collect information from withdrawals.

The following statistics were employed where suitable: chi-square was used to determine whether distributions for the groups differed significantly; one-way ANOVA was used to compare the mean scores of uninterrupted enrollees, transfers, and dropouts on selected variables; and stepwise discriminant analysis, based on the maximization of F ratios and minimization of Wilks' lambda among groups, was used to statistically identify sets of characteristics that separate the three groups. Throughout the analysis, the .05 level was accepted as statistically significant.

By the beginning of the 1984-85 school term, 339 (24.6%) of the 1,378 students had withdrawn from the college of first matriculation. Although the withdrawal rate was 24.6%, the actual dropout rate was only 12.4% while the transfer rate was 10.2%. The enrollment status of the remaining 2% was undetermined.

The distribution of uninterrupted enrollees, transfers, and dropouts differed significantly on four of six demographic characteristics: race *($p < .001$);* in-state/out-of-state residence *($p < .01$);* hometown size *($p < .01$);* and metropolitan/nonmetropolitan residence *($p < .01$).* Blacks and whites withdrew at identical rates but the proportion of blacks who dropped out was almost twice that of whites. Proportionately more out-of-state students than in-state students transferred. As related to hometown size, it appears that, in general, students from small rural towns, and cities of populations of less than 50,000 withdrew in smaller proportions; however, these students also dropped out in greater proportions than they transferred.

The three groups differed signficantly on five of six family background measures: number of siblings *($p < .05$);* number of brothers who graduated from college *($p < .005$);* mother's education *($p < .005$);* father's education *($p < .05$);* and family income *($p < .05$).* Uninterrupted enrollees had the highest mean score on mother's education and father's education while transfers had the lowest mean score on number of siblings and the highest mean score on family income. Dropouts had the highest mean score on number of siblings and the lowest mean score on number of sisters who graduated from college, mother's education, father's education, and family income.

Findings pertaining to the relationship between persistence among freshmen and selected measures of motivation show that the three groups differed significantly *($p < .0001$)* by entering expected levels of educational attainment. These data suggest that, in general, the lower the levels of expected educational attainment, the higher the withdrawal and dropout rates. A significant difference *($p < .001$)* is also observed among the three groups according to levels of aspired educational

attainment. With few exceptions, larger proportions of persons who indicated lower levels of educational aspirations dropped out.

Related to personal values as measures of motivation, among-group comparison of means shows that the three groups did not differ significantly on five of the 10 measures. In four of five instances, where significant differences are observed, the largest differences are between dropouts and transfers with uninterrupted enrollees falling between the two groups. Dropouts placed greater importance on working in a prestigious job, making a lot of money, being able to assist their parents financially, and owning a successful business. The final lambdas (.97 and .98) and canonical correlations (.14 and .12) indicate that the value/motivation measures considered here are only of slight importance in separating the three study groups.

The chi-square statistic showed no significant difference *($p < .05$)* in the distribution of uninterrupted enrollees, transfers, and dropouts with regard to: on campus/off campus residence; commuting distance; number of hours worked per week; and membership in campus clubs and organizations. However, distributions of uninterrupted enrollees, transfers, and dropouts differed significantly according to: type of college *($p < .0001$)*; number of roommates *($p < .05$)*; location of work place *($p < .005$)*; and degree of financial concern *($p < .05$)*. Also the distribution of uninterrupted enrollees, transfers and dropouts differed significantly *($p < .05$)* according to choice of major area of study.

The number one reason given for withdrawal by both transfers and dropouts was "wasn't sure of what I really wanted to do." Dropouts, more often than did transfers, indicated "financial problems," followed by "personal problems" as their reasons for withdrawal. Program implications of the findings are discussed.

ACKNOWLEDGMENTS

Funding for this research, Project # SC.X-121-02-83, was provided by Cooperative State Research Services, United States Department of Agriculture. Special appreciation is expressed to: Dr. M. Maceo Nance, Jr., President of South Carolina State College; Dr. Robert L. Hurst, Vice President for Research and Extension; and Dr. James H. Walker, Jr., Associate Research Director, for their administrative support and direction.

For authorizing the voluntary participation of their 1983-84 entering freshmen, acknowledgments are extended to: Dr. Carl A. Carpenter, Vice President for Academic Affairs, South Carolina State College; Dr. Julius Chapman, Vice President for Academic Affairs, Voorhees College; Dr. Phil Lader, President of Winthrop College; Dr. Henry Ponder, former President of Benedict College; Dr. H. V. Manning, former President of Claflin College, and Dr. Oscar A. Rogers, Jr., President of Claflin College; and Dr. Walter D. Smith, former President of Francis Marion College.

Much gratitude is due to the following persons who served as Campus Coordinators for Data Collection: Miss Iris Bomar, Voorhees College; Mrs. Armenia Hair, South Carolina State College; Dr. Gary Hanson, Francis Marion College; Mrs. Karen C. Jones, Winthrop College; Dr. Eunice Ponder and Mrs. Thelma Rogers, Benedict College; and Dr. S. S. Sandhu and Mr. George F. Lee, Claflin College.

The contributions of Dr. Thomas A. Lyson of Clemson University and Dr. Alton Thompson of North Carolina A & T State University are especially noteworthy, particularly in the areas of data management and statistical consultation, respectively. Thanks must also be extended to Mrs. Minnie Johnson, Mrs. Calverta Long, and other members of the Miller F. Whittaker Library staff for their patience and skill in tracking down reference materials which were not always readily available. Members of the freshman classes who participated in the study, as well as faculty and staff persons who assisted in data collection, are to be commended for their spirit of cooperation.

An enormous debt is owed to members of the research staff. Appreciation is hereby expressed to Miss Gale Pelzer and Miss Ella A. Smith, Administrative Specialists; Ms. Sandramarie Jenkins Trice, Research Assistant; and Ms. Karen Fuller and Mr. Trenton Graham, Student Assistants.

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INTRODUCTION

The problem of college attrition is perhaps as old as the founding of the first institution of higher education. For more than a century American researchers have sought answers to such questions as: Who drops out of college and why? Why do some students withdraw while others with similar social, academic, and personal characteristics persist? Despite research findings and resulting recommendations for intervention programs, American colleges and universities continue to face serious student retention problems.

Reported dropout rates for individual American colleges and universities range from 12% to 82% (Summerskill, 1962); however, reports on the national attrition rate are fairly consistent. It has been found that average American colleges lose about 50% of their entering freshmen within the first four years; about 40% will graduate within the normal four-year period; the remaining 10% will graduate from the college of first enrollment at a later date. Of the 50% who dropped out during the first four years, 40% will transfer but only ½ of them will graduate; thus 30% will never graduate (Iffert, 1957; Little, 1959; Pantages & Creedon, 1978; Summerskill, 1962). In 1981 approximately 2.6 million first-time entering freshmen enrolled in American colleges and universities (**Statistical Abstracts of the United States**, 1984). Based upon Grant's 1976 report, it is estimated that three-fourths (1.95 million) of these students enrolled in traditional four-year academic programs. According to reports of the national attrition rate, it is expected that more than 580,000 of the 1981 freshmen who enrolled in four-year programs will never complete the requirements for graduation.

Literature reviews (Knoell, 1966; Pantages & Creedon, 1978; Sexton, 1965; Spady, 1970; Summerskill, 1962; and Tinto, 1975) provide extensive summaries and critiques of attrition studies from the early 1900's through the mid 1970's. Although attrition among college students has received considerable research attention, the dropout phenomenon is still not clearly understood (Fetters, 1977; Spady, 1970; Summerskill, 1962; Tinto, 1975); even less is known about attrition in predominantly black colleges (Mack, 1973). A review of literature reveals a paucity of studies which focus on the problems of attrition in the Deep South and predominantly black colleges in general, and small and mid-sized South Carolina colleges in particular. The usefulness of previous research results in 1) determining attrition rates in small and mid-sized public and private South Carolina colleges, and 2) providing information about factors associated with attrition among Southern rural and/or minority students is influenced considerably by the criteria

selected for classifying persisters and nonpersisters as well as the extent to which these findings are generalizable to such students.

The overwhelming majority of students enrolled in small and mid-sized four-year colleges in South Carolina come from economically poor and/or rural communities in the state. Examining college attrition among the most limited resource segments of the population is of particular concern at a time when institutions of higher education are beginning to feel the effects of reduction of financial support for education. Researchers (Astin, 1975; Fetters, 1977; Kowalski, 1977; MacIntosh, 1948; Summerskill, 1962; Trent & Medsker, 1968) concur that dropping out of college may result in personal failure for the individual, loss of human resources and manpower to society, and considerable loss to colleges and universities. In order to increase rural minority students' chances of finishing college and make optimum use of limited financial resources, decision makers must have access to relevant information which will cast further light on variables which distinguish among the various groups of persisters and nonpersisters.

Although academic measures such as high school grades and scholastic aptitude test scores have been found (Astin, 1972; Chase, 1970; Demitroff, 1974; Eckland, 1964a; Summerskill, 1962) to be the most reliable predictors of success in college, they do not actually predict college persistence (Iffert, 1957; Pantages & Creedon, 1978; Sexton, 1965; Tinto, 1975) since many students who enter college with high grade point averages and high aptitude test scores fail to persist. Further, Tracey and Sedlacek (1985) pointed out that "more evidence is being accumulated that indicates that noncognitive dimensions are as important or more important to academic success than the traditional academic dimensions," particularly with regard to minorities (p. 3). Thus, this study focuses on nonintellectual variables and college persistence.

OBJECTIVES

The major purposes of the study are to: (1) establish baseline data on attrition rates in selected colleges in South Carolina, and (2) investigate the relationship between persistence and selected nonintellectual variables. More specifically, the objectives of this research are to:

1. Examine the variation in attrition rates by selected background characteristics of the population;
2. Explore the relationship between college persistence and students' levels of motivation and commitment;
3. Assess the relationship between college persistence and students' experiences within variant college environments;
4. Investigate the relationship between persistence and the choice of college major/area of study.

METHOD AND PROCEDURE

Sample and Design

This longitudinal/panel study involves first-time entering freshmen at six South Carolina colleges. Three of these institutions are small, traditionally black, four-year, private colleges with total undergraduate enrollments ranging from 600 to 1,500 students. The three other institutions are mid-sized, public, four-year colleges, one of which is traditionally black, with total undergraduate enrollments ranging from approximately 2,000 to 4,500 students.

Base-year data were collected at each institution in October and November 1983. Data collection was coordinated at each institution through campus representatives. All new freshmen had an equal chance to participate in the study; students completed the questionnaire during freshman seminar or some other required freshman course. At the time of data collection, the six participating institutions had a combined new freshman enrollment of approximately 3,129 students. Usable responses were received from 78% (N = 2,438) of these students. See Appendix A for new freshman enrollment of participating colleges by race and sex.

Campus representatives at each college provided alphabetized lists of first-time entering freshmen by race and sex. These lists were edited to delete the names of students who did not complete the questionnaire and were subsequently used in sample selection. All of the responses of black students enrolled at traditionally white colleges were retained for study, since their number was relatively small (N = 118). The number of surveys completed by white new freshmen enrolled at traditionally black colleges was negligible and, consequently, not retained for study. All usable responses (N = 222) received from the two colleges that had a total new freshman enrollment of less than 200 were retained for study. Using the edited lists, a 40% systematic sample (stratified by sex) was selected from each of the four other institutions with a new freshman enrollment of more than 500 students. The research sample consists of 301 black males, 538 black females, 220 white males, and 319 white females. See Appendix B for sampling by institution, race, and sex. Division of the 1,378 subjects according to end of freshman year enrollment status resulted in the formation of two groups of persisters--uninterrupted enrollees (N = 1,039) and transfers (N = 141)--and a single group of nonpersisters or dropouts (N = 170). Only 28 freshman year withdrawals could not be located via mail and telephone follow = ups; these are treated as "lost" to the study population.

Instruments

A six-page, 52 item questionnaire entitled "Student Survey" was used to collect base-year data. The questionnaire elicited self-reports relative to race; sex; marital status; college classification; number of siblings; family structure; religious preference of respondents and their parents; frequency of church attendance; hometown size; and parental education, income and occupation. The survey also included measures to assess: (1) students' perceptions of the importance of college graduation to both them and their parents; (2) influence of parents on students' decision to attend college; (3) extent of student employment; (4) primary influencers of occupational plans and career goals; (5) primary sources of educational funding; (6) educational aspirations and expectations; (7) choice of major; (8) concern about finance; (9) personal values/motivation; and (10) extent of participation in extracurricular activities. The American Council on Education granted permission to use items 48 and 49 which inquire about students' perceptions of the college environment. See Appendix C for a copy of the instrument used in the collection of base-year data.

A two-page instrument entitled "Student Follow-Up Survey" was used to collect information from withdrawals. Students were asked to report marital status, employment status, and college enrollment status. Respondents were also asked to indicate how important each of 19 frequently given reasons for withdrawal was in influencing their decision to withdraw or not return to the college of first enrollment. See Appendix D for a copy of the follow-up instrument.

Procedure

Data collection at the six colleges was coordinated through campus representatives who had been appointed by agency heads. In order to encourage uniformity in data collection procedures, instructions for administering the questionnaire were provided. Base-year data were collected in October and November 1983.

At the beginning of the second semester, January 1984, and at the close of third semester registration, September 1984, campus representatives were sent a roster of their students who had been selected to participate in the study. They provided the following enrollment status information for each student on their rosters: (1) whether the student was presently enrolled; (2) if not enrolled, date of withdrawal; (3) reason for withdrawal (academic or other); (4) whether the student requested a transcript to be sent to another institution; and 5) if so, where it was to be sent and when it was requested. See Appendix E for withdrawal

rates by institution. Using this enrollment status information and information from our files, mail and telephone follow-ups were conducted during the spring, summer, and fall of 1984 in order to find out whether withdrawn students had transferred or dropped out and their reasons for withdrawal. See Appendixes F and G, respectively, for response rates of withdrawals by institution and distribution of transfers and dropouts by sex and race.

Analysis

After obtaining the basic distributional characteristics of the variables, the following statistics were employed where suitable: chi-square was used to determine whether distributions for the groups differed significantly; one-way ANOVA was used to compare the mean scores of uninterrupted enrollees, transfers, and dropouts on selected variables; and stepwise discriminant analysis, based on the maximization of F ratios and minimization of Wilks' lambda among groups (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975), was used to statistically identify sets of characteristics that separate the three groups. Throughout the analysis, the .05 level was accepted as statistically significant.

DEFINING PERSISTERS AND NONPERSISTERS

Despite abundant research on college attrition, there seems to be a lack of consensus regarding what a college dropout is, i.e., at what point is one considered a dropout? For the purpose of this research, distinction is made among various groups of persisting students (uninterrupted enrollees, transfers, and returnees); however, no distinction is made between voluntary and involuntary withdrawals.

The three categories of persisters are operationally defined as follows: (1) **Uninterrupted enrollees** are defined as those students who enroll at only one institution during consecutive regular school terms from first matriculation until graduation or the last wave of data collection. (2) **Transfers** are defined as those students who leave the institution of first matriculation without completing degree requirements and enroll at another institution during the next consecutive regular semester. (3) **Returnees** are defined as those students who leave the institution of first enrollment before completing a degree, but re-enroll in the original college as a full-time, degree seeking student during a subsequent nonconsecutive regular semester.

Dropouts make up the single category of nonpersisters. **Dropouts** are defined as those students who leave the college of first enrollment without earning a degree and do not enroll in another college during the next consecutive regular semester.

No distinction is made between voluntary withdrawals and academic dismissals. Distinction between the groups based on scholastic achievement does not take into account the factors which may have caused the poor academic performance. "It is these factors that influence the decision to drop out, not the end results of these factors (i.e, poor grades)" (Pantages & Creedon, 1978, p. 52).

REVIEW OF SELECTED LITERATURE AND RESEARCH

College attrition has been a problem of national concern for many years as is evident by the early federally supported studies of Iffert (1957), Iffert and Clarke (1965), and McNeely (1937). **College Dropouts, A National Profile** (Astin, 1972) and **Withdrawal from Institutions of Higher Education** (Fetters, 1977) are among the more recent federally supported studies of college attrition. In addition, individual colleges and universities have devoted considerable attention to the study of dropouts. According to Eckland (1964b); most of the attrition "studies have taken the form of self-evaluative research by individual colleges" (p. 60) and universities.

Unfortunately, the results of many studies of college persisters and nonpersisters are not comparable due to differences in the criteria used to assign subjects to the various study groups (Fetters, 1977; Panos & Astin, 1968; Summerskill, 1962). For instance, Kamens (1971) defined a dropout as any student "who had left college at any time during the four-year period" (p. 275). Bayer (1968), less stringent in defining the term, classified as dropouts "those students who had not completed a degree and who were not currently enrolled" (p. 308). Astin's (1972) definition was even more lenient, categorizing as dropouts "those students who left their first institution without completing a degree and who never requested that a transcript be sent to another institution" (p. 4). On the other hand, Keim, Van Allen, and Anderson (1982) restricted their definition of dropouts to "students whose expressed goal on the 'Admissions Questionnaire' was to obtain a degree, certificate, or diploma and who did not register" during the next consecutive academic quarter following first enrollment (p. 26). In addition, the literature is laced with a conglomerate of related terms whose definitions also vary enormously. To further complicate the issue, many authors (Blanchfield, 1971; Chase, 1970; Cope, 1972; Hill, 1966; Nelson, 1966) fail to provide any definitions of study groups. In order to facilitate understanding and ensure that the reader is at least aware of differences in the delineation of study groups, definitions as provided by most of the researchers cited in this review appear in Appendix H.

This literature review covers three major areas: 1) background characteristics of persisters and nonpersisters; 2) motivation and commitment of successful and unsuccessful students and their parents; and 3) college environment/experiences and persistence. Some attention is also given to literature which focuses on the relationship between choice of college major and persistence.

Background Characteristics and Persistence

This review of background and demographic characteristics which are reportedly associated with college attrition is limited to the discussion of persistence and the following variables: age at the time of enrollment, sex, race, religion, hometown size and location, and socioeconomic background. The relationship between financial problems and attrition is also reviewed in this section.

Age. Kooker and Bellamy (1969), in a six-year follow-up of 459 freshmen who had been enrolled in a four-year college, and De Vecchio (1972), in a three-semester study of 127 nonreturning community college students, found no significant age difference between graduates and dropouts or returning and nonreturning students. Gustavus (1972), in a one-semester study of successful students, readmitted students, and dropouts, also found no significant age difference among his study groups. On the other hand, Chase (1970), in an Indiana University study of persisters, found that smaller proportions of older freshmen dropped out during their first semester; however, larger proportions of older students dropped out over the four-year period of undergraduate study. The findings of a number of other studies (Astin, 1975; Sexton, 1965; Trent & Medsker, 1967) tend to support the notion that older freshmen are less likely to graduate than normal age freshmen. Although there is a lack of consensus regarding the relationship of age to persistence, Sexton (1965) pointed out that even when age differences existed their effect on attrition appeared to be negligible. Pantages and Creedon (1978) concluded "that age is not a primary factor in causing attrition" (p. 57). More recent studies of college withdrawals, such as those of Hutchinson and Johnson (1980) and Pascarella and Chapman (1983), have employed the use of multivariate statistical procedures (i.e., path analysis and discriminant analysis), examining age together with other background variables. In both instances, these researchers found the age variable to be of little use in perdicting group membership.

Sex. Research findings regarding the relationship between sex and attrition are inconsistent. For example, Iffert (1957) found no significant difference in the overall withdrawal rates of men and women. The findings of Johansson and Rossmann (1973), Sewell and Shah (1967), and Slocum (1956) support Iffert's findings. Panos and Astin (1968) also found no significant correlation between sex and completing four or more years of college; however, they did find that females are more likely to drop out than males who have comparable high school GPA's. Nevertheless, Hill (1966) found that among high aptitude college students three times as many males as females were dismissed for academic reasons. Astin (1972) and Tinto (1975) found that females were

more likely to withdraw than males, while Peng and Fetters (1977) found that withdrawal rates were higher only for females who attended two = year colleges. Pantages and Creedon (1978) concluded, from their review of literature, that "sex is not a significant variable in determining attrition, but it becomes more significant" (p. 58) as other variables are taken into account.

Race. Despite the very extensive literature on college attrition, very little is known about the relationship between race and attrition, per se. The early attrition studies of national scope neglected to include minorities in their study populations; the more recent national attrition studies have included minorities in their study populations but their findings are inconclusive. For example, Astin (1975) found that blacks had higher dropout rates than Orientals and Whites; Peng and Fetters (1977) found that whites were more likely to drop out when other variables were controlled.

Religion. Several major reviews of dropout literature (Pantages & Creedon, 1978; Sexton, 1965; Spady, 1970; Summerskill, 1962; Tinto, 1975) do not mention studies which examine the relationship between college persistence and religious preference. Thus, it appears that religion has seldom been used as a primary variable in attrition studies. However, the few related studies that were found indicate that one's religious preference is somehow related to persistence. For instance, in a 1970 study, Rossman and Kirk found that 38% of persisters as compared to 50% of nonpersisters were either agnostic, atheist, had no formal religion, or no religious beliefs. In a more recent study, Astin (1975) found that new freshmen who indicated 'none' or 'other' as their religious preference were more likely to withdraw. Freshmen who selected 'Jewish' as their religious preference were least likely to dropout, followed by those who indicated 'Catholic' as their preference.

Hometown size and location. Summerskill (1962) cites three early studies which reported higher dropout rates among students from rural communities. In a more recent study, Cope (1972) found that students from larger cities and secondary schools are more likely to persist at large universities than students who come from smaller high schools and hometowns. Similarly, Astin (1975) found that freshmen from small town backgrounds are more 'dropout-prone' than those who have lived most of their lives in larger towns and cities.

As related to attrition among in-state and out-of-state residents, Iffert (1957) found that out-of-state students had lower attrition rates. However, Chase (1970) found that in-state or out-of-state residence of students was not relevant in initial college persistence but did show some relationship during the junior year.

Regarding attrition and distance from college, it was found in the studies of both Iffert (1957) and Johansson and Rossmann (1973) that home proximity to the college was not significantly related to attrition.

Socioeconomic Background

Summerskill (1962) found the evidence regarding the relationship between attrition and socioeconomic variables to be equivocal. The results of studies cited herein tend to support Summerskill's conclusion. Bayer (1968) found that socioeconomic variables contributed little weight in explaining college withdrawal. However, the findings of Panos and Astin (1968) indicated that the students most likely not to complete college within four years after first enrollment was one who came from a comparatively low socioeconomic background. Students from lower status families are more likely to drop out than children of higher status families even when intelligence is taken into account (Sewell & Shah, 1967).

Astin (1975) found that students with highly educated parents are more likely to persist; similarly, Chase (1970) found that students of mothers with college level work were more likely to remain in school (at all stages) than children of mothers who did not attend college. On the other hand, Kowalski (1977) found a significant difference in the educational levels of fathers of persisters and nonpersisters, i.e., the fathers of persisters had more years of formal schooling. Nevertheless, Pantages and Creedon (1978) concluded that background does not "appear to be one of the major factors in determining persistence or attrition" (p. 59).

Financial Problems and Considerations

Financial difficulty has been found to be a significant factor in college withdrawal. In 16 of the 21 studies reviewed by Summerskill (1962), financial difficulty was found to be among the three most important factors in college attrition. The results of several studies (Eagle, 1981; Martin, Berkey, & Gribbin, 1982; Keim, Van Allen, & Anderson, 1982) indicate that financial difficulty was among the major reasons cited by students for dropping out of college. Although financial difficulty influences attrition, it is usually not the primary cause. According to Trent and Medsker (1968), neither financial status nor academic aptitude accounts for the larger portion of withdrawals.

Source of finance. Peng and Fetters (1977) found that financial aid did not have a significant effect on college persistence. However, Astin (1975) found that the student's ability to complete college is generally increased by either participating in federal work-study, having support from ROTC, receiving support from parents, or receiving major support from a spouse (in the case of the student who is married when he first enters college). Further, Astin found that the student's chances of completing college are decreased by reliance on savings or GI-bill support. Loans were found to be of little help in preventing withdrawal, in fact, men who received loans were less likely to persist.

The results of a study conducted by Blanchfield (1971) showed that persisters received a higher percentage of grants. However, Fields and Le May (1973) found no significant relationship between receiving a grant or scholarship and persistence.

Relative to student employment, Astin (1975) found that students who work full-time are less likely to persist. Kolstad (1977) found that the dropout rate for the majority of students who held a full-time job was almost double the rate of those with a part-time job or no job.

Motivational Factors

In a review citing over 180 different studies which were conducted between the early 1930's and the late 1950's, Summerskill (1962) pointed to the need for basic research on student motivation in specific college environments. Since then a number of researchers have examined the impact of motivation on college persistence. The results of a number of these studies (De Vecchio, 1972; Gustavus, 1970; Peng & Fetters, 1977; Trent & Medsker, 1968) have shown that students who persist in college are characterized by a higher degree of academic motivation than those who withdraw. In a one-semester study of 250 students who withdrew from California State College, Demos (1968) concluded that although students gave different reasons for withdrawal, lack of motivation was perceived by counselors to be a primary reason for their withdrawal.

Parental interest. The literature further suggests that family values and commitments are related to college persistence. Trent and Medsker (1968) in their follow-up study of 10,000 California high school graduates found that family values were related to persistence, i.e., the likelihood of students entering college and graduating is positively correlated with the intensity of parental interest. The level of commitment (expressed by a student and his parents prior to college entry) was found by Hackman and Dysinger (1970) to be significantly related to whether a

student will remain in college beyond the first year. In general, these findings are consistent with the earlier findings of Slocum (1956) and Sexton (1965).

Vocational goals and commitments. Students who enter college with clear vocational goals and commitments are less likely to drop out (Chase 1970; Gustavus 1972; Kowalski 1977; and Slocum, 1956). The findings of other studies (Astin, 1972; Di Cesare, Sedlacek, & Brooks, 1972; and Peng & Fetters, 1977) also show similar positive correlations between clarity of goals, level of commitment, and persistence. Further, research on the linkage between aspirations and persistence has produced positive relationships. For example, Panos and Astin (1968) found that persisters, upon entrance to college, more often indicated aspirations to attend graduate or professional school. Finally, Tinto (1975) noted that "once the individual's ability is taken into account, it is his commitment to the goal of college completion that is most influential in determining college persistence" (p. 102). Commitment can be measured in terms of the student's educational plans, educational expectations, or career expectations. Hackman and Dysinger (1970) also found persisters to be generally high in both commitment and talent; they pointed out that nonpersisters tend to be either high in competence but low in commitment or low in competence but high in commitment or low in both.

College Environment

The literature suggests that students are more likely to persist if there is a high degree of fit between the student and the college environment. For example, Nelson and Urff (1982) examined attrition among University of North Dakota students. They found that a primary reason cited by students for leaving before earning a degree was the desire to attend a different college; dissatisfaction with curricular offerings as well as with other facets of the university were the major underlying reasons for wanting to transfer. Ironside (1979), in a study of first-time entering University of North Carolina students, found that about one-third of those who withdrew gave reasons related to dissatisfaction with the college environment. The findings of Martin et al. (1982) suggest that students have unrealistic expectations about college and what is entailed in acquiring an education. They found that the lack of meaningful interpersonal relationships was one of the major concerns of dropouts. Using 2,063 City University of New York students, Heller (1982) examined differing characteristics of persisters and nonpersisters. It was found that students are more likely to persist if the curriculum is perceived as relating to their career goals. Keim et al. (1982), in a

similar study of 10,000 North Carolina junior college students, found that dropouts more often perceived their classes as not meeting their expectations and more often gave lower ratings to their professors.

Participation in extracurricular activities. The relationship between dropping out and participating in college extracurricular activities has been investigated by a number of researchers. The results of McNeely's study (1937) indicated that dropouts had lower rates of participation in college activities. A similar conclusion was reached by Slocum (1956) with further elaboration that "the majority of those who withdrew did so prior to the beginning of the sophomore year, which would, of course, allow them less time for participation than those who continued in college" (p. 56). The findings of recent studies of student participation in college extracurricular activities and withdrawal are supportive of earlier results. For example, Astin (1975) found that participation in extracurricular activities increases a student's chances of remaining in college. Focusing on specific dimensions, Panos and Astin (1968) concluded that dropping out is less likely in colleges where students frequently involve themselves in musical and artistic activities, use the library, and raise issues related to college regulations.

Choice of College Major

Research findings regarding the relationship between choice of college major and persistence are inconsistent. Astin (1985), in a study of attrition in two and four-year colleges, reported that students who majored in fields of secretarial studies, forestry, electronics, and nursing withdrew at higher rates. Newlon and Gaither (1980) found that new freshmen who selected majors in either engineering and computer science, business administration and economics, or communication and professional studies, had higher survival rates than those who selected majors in the arts, humanities, or social and behavioral sciences. On the other hand, Trent and Medsker (1968) found that students who chose majors in academic areas of natural sciences, social sciences, and humanities had higher persistence rates than those who majored in applied subject areas such as education, business, and engineering. Perhaps these differential findings are due to variables other than actual choice of major.

DEMOGRAPHIC CHARACTERISTICS

The research sample consists of 1378 students who enrolled in college for the first time during the 1983 fall semester. In terms of race and sex, the group is comprised of 301 (21.8%) black males, 538 (39%) black females, 220 (16%) white males, and 319 (23.1%) white females. The sample is 61% black and slightly more than 62% female. With regards to age, the vast majority (83%) of participants were between the ages of 16-18 at the time of initial data collection. Approximately 91% (1,249) of the subjects were South Carolina residents.

FRESHMAN YEAR WITHDRAWAL RATE

By the beginning of the 1984-85 school term, 339 (24.6%) of the 1378 students had withdrawn from the college of first matriculation. A breakdown of withdrawals by institution and by semester is provided in Appendix E. Table 1 shows the distribution of subjects by end of

Table 1

Percent Distribution of Subjects by Enrollment Status, Sex, and Race

Enrollment Status	Men		Women		Total	
	Black (N=301)	White (N=220)	Black (N=538)	White (N=319)		
	%	%	%	%	N	%
Transfers	6.7	12.7	8	16.3	141	10.2
Dropouts	18.6	7.7	13	8.2	170	12.4
Uninterrupted Enrollees	72.4	77.8	77	74.2	1,039	75.4
Lost	2.3	1.8	2	1.3	28	2.0
TOTAL	100.0	100.0	100.0	100.0	1,378	100.0

$\chi^2 = 40.901$ with 9 df, $p < .001$

freshman year enrollment status, sex, and race; it also shows the percentage of each group lost to the sample. Freshman year results show that the proportion of black men who dropped out was more than double that of white men, while the proportion of black females who dropped

out was more than 1½ times that of white females. Although the withdrawal rate was 24.6% the actual dropout rate was only 12.4% while the transfer rate was 10.2%.

Transfer and dropout rates varied considerably by institution. Table 2 provides a distribution of uninterrupted enrollees, transfers, and dropouts by college. The proportion of dropouts by institution ranged

Table 2

Percent Distribution of Uninterrupted Enrollees, Transfers, and Dropouts By Institution

Enrollment Status	I - 1 (N=192) %	I - 2 (N=120) %	I - 3 (N=274) %	I - 4 (N=294) %	I - 5 (N=97) %	I - 6 (N=373) %	Total (N=1350) %
Uninterrupted Enrollees	63.0	79.2	78.5	85.0	72.2	77.3	77.0
Transfers	9.4	9.2	12.0	3.4	11.3	15.5	10.4
Dropouts	27.6	11.6	9.5	11.6	16.5	7.2	12.6
TOTAL	100	100	100	100	100	100	100

x^2 = 78.64830 with 10 df, p = .0000
Missing Observations = 28

from 7.2% to 27.6%. Students who attended institution "I-1" withdrew and dropped out in much higher proportions than did students who attended each of the other five colleges. On the other hand, those students who attended "I-4" withdrew and transferred at considerably lower proportions than did students at each of the other participating colleges. The distribution of interrupted enrollees, transfers, and dropouts differed significantly by institution *(P◄.001)*.

I. UNINTERRUPTED ENROLLEES, TRANSFERS, AND DROPOUTS: A COMPARISON OF BACKGROUND CHARACTERISTICS

This section reports the results of freshman year findings relative to the distribution of uninterrupted enrollees, transfers, and dropouts according to two different types of student background characteristics: 1) demographic characteristics and 2) family background characteristics. Demographic variables include: 1) age at matriculation, 2) sex, 3) race, 4) in-state/out-of-state residence, 5) size of hometown, and 6) metropolitan/nonmetropolitan residence (based upon U.S. Bureau of the Census definition of Standard Metropolitan Statistical areas). The family background measures used in this analysis were: 1) number of siblings; 2) number of brothers who graduated from college; 3) number of sisters who graduated from college; 4) mother's education (1 = elementary or less to 8 = doctorate/professional degree); 5) father's education (same categories as mother's); and 6) family income (father's income + mother's income).

Chi-square was used to determine whether distributions for uninterrupted enrollees, transfers, and dropouts differed significantly according to each of the aforementioned demographic variables. One-way ANOVA was used to compare the mean scores of uninterrupted enrollees, transfers, and dropouts on each of six family background characteristics.

The first comparison involved an examination of the distribution uninterrupted enrollees, transfers, and dropouts according to selected demographic variables. As seen in Table 3, the distribution of uninterrupted enrollees, transfers, and dropouts differed significantly on four of six demographic variables: race ***($p<.001$)***; in-state/out-of-state residence ***($p<.01$)***; hometown size ***($p<.01$)***; and metropolitan/nonmetropolitan residence ***($p<.01$)***. Blacks and whites withdrew at identical rates but the proportion of blacks who dropped out was almost twice that of whites. On the other hand, 15.1% of whites transferred as compared to only 7.4% of blacks. Proportionately more out-of-state students than in-state students transferred. As related to hometown size, it appears that, in general, students from small rural towns, and cities of populations of less than 50,000 withdrew in smaller proportions, however these students also dropped out in greater proportions than they transferred.

Table 3

Enrollment Status by Each of Six Demographic Characteristics

Characteristic	Enrollment Status				
	Uninterrupted Enrollees	Transfers	Dropouts	Total	
	%	%	%	N	%
Age at Matriculation					
16 - 18	78.0	10.2	11.8	1,129	100.0
19 and over	71.2	11.9	16.9	219	100.0
	X^2 = 55.406 with 2 df, p = .07 NS				
Sex					
Male	76.4	9.2	14.3	509	100.0
Female	77.3	11.2	11.5	841	100.0
	X^2 = 3.163 with 2 df, p = .21 NS				
Race					
Black	77.0	7.4	15.6	820	100.0
White	77.0	15.1	7.9	530	100.0
	X^2 = 33.163 with 2 df, p = .000**				
In-state / Out-of-state					
South Carolina	77.9	9.5	12.6	1,224	100.0
Other states	67.5	19.8	12.7	126	100.0
	X^2 = 13.381 with 2 df, p = .001*				
Hometown Size					
Population less than 2,500	86.8	6.1	7.1	296	100.0
2,500 - 9,999	77.5	10.1	12.4	218	100.0
10,000 - 29,999	74.2	12.2	13.6	279	100.0
30,000 - 49,999	74.5	11.1	14.4	271	100.0
50,000 - 200,000	70.8	11.9	17.3	168	100.0
Greater than 200,000	72.9	14.0	13.1	107	100.0
	X^2 = 24.314 with 10 df, p = .007*				
Metropolitan/Nonmetropolitan					
Metropolitan S.C.	74.3	12.6	13.1	374	100.0
Nonmetropolitan S.C.	79.4	8.1	12.5	850	100.0
Metropolitan other states	66.7	19.8	13.5	96	100.0
Nonmetropolitan other states	73.3	20.0	6.7	30	100.0
	X^2 = 20.037 with 6 df, p = .003*				

*p < .01
**p < .001

Table 4 reports means, standard deviations, and F values of uninterrupted enrollees, transfers, and dropouts on six family background characteristics. As illustrated in the table below,

Table 4

Means, Standard Deviations, and F Values for Six Family Background Characteristics: Uninterrupted Enrollees, Transfers, and Dropouts Compared

Variable	Uninterrupted Enrollees (N = 1,039)	Transfers (N = 141)	Dropouts (N = 170)	F	P	
No. of siblings	3.31 (2.41)	2.72 (1.86)	3.35 (2.44)	3.48	< .05	
No. of bro. who grad. college	.222 (.570)	.078 (2.95)	.124 (4.38)	6.30	< .005	
No. of sis. who grad. college	.326 (.748)	.298 (.673)	.206 (.564)	2.06	> .05	NS
Mom's education	3.77 (1.64)	3.58 (1.43)	3.33 (1.57)	5.72	< .005	
Dad's education	3.89 (1.88)	3.81 (1.87)	3.40 (1.72)	4.38	< .05	
Family income	9.48 (5.38)	9.96 (4.86)	8.37 (5.53)	3.22	< .05	

NOTE: In some instances N's may be slightly smaller due to variations in the number of missing cases.

mean scores for the three groups differed significantly on five of the six measures: number of siblings ***(p ◄ .05)***; number of brothers who graduated from college ***(p ◄ .005)***; mother's education ***(p ◄ .005)***; father's education ***(p ◄ .05)***; and family income ***(p ◄ .05)***. Uninterrupted enrollees had the highest mean score on mother's education and father's education, while transfers had the lowest mean score on number of siblings, and the highest mean score on family income. Dropouts had the highest mean score on number of siblings, and the lowest mean score on number of sisters who graduated from college, mother's education, and family income.

II. Motivational Factors and Persistence Among Freshman Students

Presented here are the findings pertaining to the relationship between persistence among freshmen and motivation as measured by students' responses to questionnaire items regarding 1) level of expected educational attainment; 2) level of aspired educational attainment; 3) degree of importance placed on graduating from college; 4) perceived degree of importance placed on graduating from college; 5) perceived degree of importance parents placed on students' graduating from college; and 6) degree of importance attached to 10 selected personal values.

Educational expectations/aspirations and persistence. Responses of entering freshmen regarding level of expected educational attainment, and level of desired educational attainment were analyzed, using contingency tables, in relationship to beginning of sophomore year enrollment status. As seen in Table 5, only 25% of the students who indicated that they expected "one year of college or less" were still enrolled at the college of first matriculation at the beginning of the sophomore year. On the other hand, 81% of the students who indicated that they expected to attain a master's degree were uninterrupted enrollees at the beginning of the sophomore year. The three groups differed significantly *($p = .0000$)* by entering expected levels of educational attainment. These data suggest that, in general, the lower the level of expected educational attainment, the higher the withdrawal and dropout rates.

A significant difference *($p = .000$)* is also observed among the three groups according to level of aspired educational attainment. With few exceptions, larger proportions of persons who indicated lower levels of educational aspirations dropped out.

Importance of college graduation and persistence. Table 6 reports distributions for differing responses of entering freshmen regarding the importance of graduating from college according to beginning of sophomore year enrollment status. Of those students who indicated that graduating from college was "not at all important," 66% dropped out, whereas, 50% of those students who indicated that graduating from college was "not too important" dropped out. On the other hand, only 10.6% of those entering freshmen who indicated initially that graduating from college was "extremely important" dropped out by the beginning of the sophomore year. The distributions of uninterrupted enrollees,

Table 5

Level of Degree Expectations By Enrollment Status, and Level of Degree Aspirations by Enrollment Status

Item	Enrollment Status				
	Uninterrupted Enrollees %	Transfers %	Dropouts %	Total N	Total %
What is the highest level of education that you EXPECT to attain? (Check one)					
One year of college or less	25.0	37.5	37.5	8	100.0
2-3 years of college	52.7	14.6	32.7	55	100.0
Associate's degree (A.A.)	72.1	11.5	16.4	61	100.0
Bachelor's degree or equivalent	77.3	11.5	11.2	618	100.0
Master's degree	81.6	8.2	10.2	392	100.0
Doctorate / Professional	76.8	8.7	14.5	270	100.0
	X^2 = 43.676 with 10 df, p = .0000				
If there were no limitations what is the highest level of education that you WOULD LIKE to attain? (Check one)					
One year of college or less	75.0	0.0	25.0	12	100.0
2-3 years of college	43.6	20.5	35.9	39	100.0
Associate's degree (A.A.)	75.0	7.1	17.9	28	100.0
Bachelor's degree or equivalent	74.1	11.4	14.5	193	100.0
Master's degree	78.0	10.6	11.3	423	100.0
Doctorate / Professional	79.6	9.3	11.1	623	100.0
	X^2 = 33.830 with 10 df, p = .000				

Table 6

Degree of Importance Attached to Graduating from College By Enrollment Status

Item	Enrollment Status				
	Uninterrupted Enrollees	Transfers	Dropouts	Total	
	%	%	%	N	%
How important would you say that graduating from college is to you personally?					
Not at all important	33.3	0.0	66.7	8	100.0
Not too important	16.7	33.3	50.0	6	100.0
Fairly important	47.1	23.5	29.4	51	100.0
Very important	73.3	12.3	14.4	333	100.0
Extremely important	80.5	8.9	10.6	952	100.0
	X^2 = 55.539 with 8 df, p = .0000				
How important do you think it is to your parents/guardians that you graduate from college?					
Not at all important	66.7	0.0	33.3	3	100.0
Not too important	100.0	0.0	0.0	8	100.0
Fairly important	67.9	15.1	17.0	53	100.0
Very important	79.3	8.7	12.0	334	100.0
Extremely important	76.6	10.8	12.6	945	100.0
Doctorate / Professional	79.6	9.3	11.1	623	100.0
	X^2 = 7.726 with 8 df, p ► .05				

transfers, and dropouts differed significantly ($p = .0000$) according to the degree of importance placed on graduating from college. It appears that persistence among entering college students maybe influenced by the initial degree of importance these students place on graduating from college.

Also, shown in Table 6 are distributions of responses of entering freshmen regarding the perceived degree of importance their parents place on their graduating from college according to the beginning of sophomore year enrollment status. The chi-square results show no significant difference ($p > .05$) in perceived degree of importance parents place on students graduating and persistence.

Personal values of uninterrupted enrollees, transfers and dropouts. Stepwise discriminant analysis based on the maximum of F ratios and minimization of Wilks' lambda among groups (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975) was used to statistically identify a set of personal values that separate uninterrupted enrollees, transfers, and dropouts. This analysis sought to discern differences in the degree of importance uninterrupted enrollees, transfers, and dropouts place on selected values. The value statements (coded 1 = not at all important to 5 = extremely important) were: (1) becoming an expert in a particular field of study as a source of personal satisfaction (EXPERT); (2) working in a prestigious job (PRESTIGE); (3) helping others who are less fortunate than I (HELPING); (4) gaining recognition as an expert in a particular field of study (RECOGNITION); (5) making a lot of money (MONEY); (6) getting a permanent job which offers security (SECURITY); (7) becoming a more interesting, well-rounded person (SELF-DEVELOPMENT); (8) preparation for the responsibilities of marriage (MARRIAGE); (9) being able to assist parents with their financial problems (ASSIST PARENTS); (10) owning a successful business (OWNING BUSINESS).

Mean scores on ten personal values for uninterrupted enrollees, transfers, and dropouts are shown in Table 7. Among-group comparison of means shows that the three groups did not differ significantly on five of the 10 measures. In four of five instances where significant differences are observed, the largest differences are between dropouts and transfers with uninterrupted enrollees falling between the two groups. Dropouts placed greater importance on working in a prestigious job, making a lot of money, being able to assist their parents financially, and owning

Table 7
Means of Ten Personal Values: Study Population Compared

Variables	Uninterrupted Enrollees (N = 994)	Transfers (N = 133)	Dropouts (N = 160)	F	P	
EXPERT	4.57	4.29	4.45	9.083	.0001	
PRESTIGE	4.10	4.00	4.29	3.375	.0345	
HELPING	4.17	4.05	4.26	2.109	.1217	NS
RECOGNITION	3.93	3.77	4.05	2.441	.0875	NS
MONEY	4.09	4.06	4.29	3.590	.0279	
SECURITY	4.66	4.53	4.66	2.082	.1251	NS
MARRIAGE	3.77	3.71	3.72	0.3031	.7386	NS
SELF-DEVELOPMENT	4.45	4.35	4.51	1.638	.1949	NS
ASSIST PARENTS	4.27	3.98	4.41	7.838	.0004	
OWNING BUSINESS	3.49	3.32	3.83	5.856	.0029	

a successful business. The four variables which showed greater differences were entered into discriminant analysis (See Table 8); all of the four measures showed statistically significant discriminating ability. Two discriminant functions were formed. The standardized coefficients in function one show EXPERT to be the most important discriminating variable, followed by ASSISTING PARENTS and MONEY. The final lambda (.967) and canonical correlation (.137) indicate that the value measures considered here are only of slight importance in separating the three study groups. The group centroid scores for function one do, however, separate transfers (-.378) from uninterrupted enrollees (.065). These centroids tell us that transfers in comparison to uninterrupted enrollees are less likely to value becoming

Table 8

Stepwise Discriminant Analysis of Personal Values

Variables	Function 1	Function 2
EXPERT	.853	-.379
ASSISTING PARENTS	.428	.527
MONEY	-.423	.319
OWNING BUSINESS	.039	.549
Eigenvalue	.019	.015
% of variance	56.36	43.64
Final Lambda	.967	.985
Canonical correlation	.137	.121
Chi- square	43.009	18.790
df	8	3
P	.001	.001

	Group Centroids		
	Uninterrupted Enrollees	Transfers	Dropouts
Function 1	.065	-.378	-.090
Function 2	-.033	-.132	.312

an expert as a source of personal satisfaction and are less concerned about assisting parents, making money, and owning a business.

An examination of the standardized discriminate coefficients in function two indicate that OWNING BUSINESS and ASSISTING PARENTS are the most important discriminating variables. The final lambda (.985) and canonical correlation (.121) indicate that the four measures in Table 8 are relatively unimportant in separating uninterrupted enrollees, transfers, and dropouts. The group centroid scores show that the four measures best separate transfers (-.132) from dropouts (.312). The centroids for function two indicate that dropouts, in comparison to transfers, are more likely to value becoming an expert, assisting parents, making money, and owning a business.

III. Persistence and Experiences within the College Environment

An attempt was made to examine the relationship between persistence/nonpersistence and each of several selected college environment variables. The chi-square statistic showed no significant difference *($p \blacktriangleright .05$)* in the distribution of uninterrupted enrollees, transfers, and dropouts with regard to each of the following: 1) on campus/off campus residence; 2) commuting distance; 3) number of hours worked per week; and 4) membership in campus clubs and organizations. However, distributions of persisters and nonpersisters differed on some of the other variables.

Distributions of uninterrupted enrollees, transfers, and dropouts differed significantly *($p \blacktriangleleft .0001$)* according to type of college attended. As seen in Table 9, the traditionally black, four-year public institution lost proportionately fewer students than either of the other two types

Table 9

Percent Distribution of Uninterrupted Enrollees, Transfers, and Dropouts by College Type

Enrollment Status	College Type: Traditionally Black Private (N = 409) %	Traditionally Black Public (N = 294) %	Traditionally White Public (N = 647) %
Uninterrupted Enrollees	69.9	85.0	77.7
Transfers	9.8	3.4	14.1
Dropouts	20.3	11.6	8.2
Total	100.0	100.0	100.0

χ^2 = 56.886 with 4 df, $p < .0001$

Missing observations: 28

of colleges. Whereas, traditionally white public colleges had the lowest single percentage (8.2) of students to withdraw completely from higher education, i.e., dropout.

Distributions of uninterrupted enrollees, transfers, and dropouts according to number of roommates are presented in Table 10. Of those students who indicated "none" as the number of roommates, only 9.6%

Table 10

Percent Distribution of Students Having None thru Three or More Roommates by Enrollment Status

Enrollment Status	Number of roommates: None (N = 209) %	One (N = 507) %	Two (N = 206) %	Three or more (N = 152) %
Uninterrupted Enrollees	78.0	79.8	71.8	75.7
Transfers	12.4	10.0	10.2	8.6
Dropouts	9.6	10.2	18.0	15.7
TOTAL	100.0	100.0	100.0	100.0

X^2 = 13.043 with 6 df, p = .0424

dropped out as compared to 10.2% of those students who indicated having one roommate, and 18% of those who indicated that they shared the room with two other persons. The three groups differed significantly *($p < .05$)* with regards to number of roommates. It appears that students who have private living space, followed by those who share their living space with only one other person, are more likely to remain in college, at least through the freshman year.

Only 431 (32%) of the students in this study group had indicated, at the time the base-year data were collected, that they were employed. Table 11 shows distributions of uninterrupted enrollees, transfers, and dropouts according to place of employment. Although a larger proportion (23.1%) of students who had indicated that they worked "off-campus" withdrew from the institution of first enrollment, proportionately more of those who had indicated that they worked "on campus" dropped out (15.9%). It is interesting to note that, of those students who indicated that they held both "on campus" and "off campus" jobs, the proportion of withdrawals was smallest (12.5%); all of the withdrawals from this group transferred to other institutions. The chi-square test shows a significant difference *($p < .005$)* among the three groups according to location of work place.

Table 11

Percent Distribution of Uninterrupted Enrollees, Transfers, and Dropouts According to Employment Locations

Enrollment Status	While in college, where do you work ? on campus (N = 220) %	off campus (N = 195) %	on and off (N= 16) %
Uninterrupted Enrollees	79.1	76.9	87.5
Transfers	5.0	14.4	12.5
Dropouts	15.9	8.7	0.0
TOTAL	100.0	100.0	100.0

$x^2 = 16.346$ with 4 df, $p < .0026$

At the time base-year data were collected, 67% (910) of the students in the study group indicated that they were experiencing concern about the ability to finance their education. Table 12 shows the percentage

Table 12

Percent Distribution of Uninterrupted Enrollees, Transfers, and Dropouts by Degree of Financial Concern

Enrollment Status	Degree of Financial Concern: No Concern (N=419) %	Some Concern (N=699) %	Major Concern (N =211) %
Uninterrupted Enrollees	77.1	79.4	69.2
Transfers	12.4	9.3	10.0
Dropouts	10.5	11.3	20.9
TOTAL	100.0	100.0	100.0

$X^2 = 18.521$ with 4 df. $p < .0010$

Missing observations: 21

distributions of uninterrupted enrollees, transfers, and dropouts according to extent of expressed financial concern. Of those students who indicated that they had no concern about finance, only 10.5% dropped out as compared to 11.3% of those who indicated "some concern", and 20.9% of those who indicated that they were experiencing "major concern" with regards to the ability to finance the cost of education. The three groups differed significantly *($p < .05$)* according to expressed extent of financial concern.

IV. Choice of College Major and Persistence

Distributions of uninterrupted enrollees, transfers, and dropouts according to choice of major area of study appear in Table 13. A greater proportion (85.5%) of persons who chose majors in the area of arts and humanities remained uninterrupted enrollees through the first year of college, followed by those who selected majors in areas of engineering (82.7%), physical science (81.5%), and education (81.6%), respectively. Freshmen who selected college majors in areas of biological sciences both withdrew from the college of first enrollment and dropped out of higher education altogether in greater proportions. The three groups differed significantly *($p < .05$)* according to choice of major area of study.

Table 13

Choice of Major Area of Study By Enrollment Status

Major Area	Enrollment Status			Total	
	Uninterrupted Enrollees %	Transfers %	Dropouts %	N	%
Arts & Humanities	85.5	4.8	9.7	83	100.00
Biological Sciences	62.3	13.2	24.5	53	100.00
Business	79.6	8.4	12.0	550	100.00
Engineering	82.7	5.8	11.5	52	100.00
Physical Sciences	81.5	3.7	14.8	27	100.00
Pre-Profession	70.3	12.6	17.1	111	100.00
Social Sciences	76.8	11.6	11.6	121	100.00
Education	81.6	7.6	10.8	158	100.00
Miscellaneous other	71.1	21.1	7.8	38	100.00

$X^2 = 26.997$ with 16 df, $p = .042$

V. Self-Reported Reasons For College Withdrawal

Table 14 provides a rank order of students' self-reported reasons for withdrawal. The number one reasons given for withdrawal by both transfers and dropout was "wasn't sure what I really wanted to do." Dropouts, more often than did transfers, indicated "financial problems," followed by "personal problem" as their reasons for withdrawal.

Table 15 presents the chi-square results for transfers and dropouts according to self-reported reasons for withdrawal. The two groups differed significantly in the frequency with which they cited the following as reasons for withdrawal: (1) not doing well in class(es) ***(p◄.05)***; (2) illness ***(p◄.01)***; (3) personal problems ***(p◄.01)***; (4) wanting to get a full-time job ***(p◄.001)***; (5) family problems ***(p◄.01)***; (6) change of career goals ***(p◄.01)***; (7) decision to attend another college ***(p◄.001)***; and (8) financial problems ***(p◄.001)***.

Table 14

Rank Order of Reasons Given by Freshman Year Withdrawals for Transferring or Dropping Out

Rank Order	Transfers	Rank Order	Dropouts
1	Wasn't sure what I really wanted to do	1	Wasn't sure what I really wanted to do
2.5	Did not do as well in class(es) as I expected to do	2	Did not do as well in class(es) as I expected to do
2.5	Changed my career goals	3	Financial problems
4	Didn't like dormitory life	4	Personal problems
5	Academic adjustment problems	5	Wanted to get a full-time job
6	Felt out of place in the social environment of the college	6.5	Academic adjustment problems
7.	Personal problems	6.5	Changed career goals
8	Financial problems	8	Family problems
9	Wanted to get a full-time job	9	Had too many difficult classes
11	Had to take too many difficult classes	10.5	Didn't like dormitory life
11	Transportation problems	10.5	Felt that teachers could not relate to me
11	Felt that teachers could not relate to me	12.5	Transportation problems
13.5	Problems with other students	12.5	Felt out of place in the social environment of the college
13.5	Classes were too large	14	Became ill or had an accident
15	Family problems	15.5	Problems with other students
16	Became ill or had an accident	15.5	Classes were too large
17	Illness of a relative	17.5	Decided to get married
18	Decided to get married	17.5	Illness of a relative

Table 15

Chi-Square Results for Transfers and Dropouts by Self-Reported Reasons Given for Withdrawal

Variable	df	X^2	P	
Did not do as well in class(es) as I expected to	2	6.9109	p◄.05	*
Became ill or had an accident	2	10.1848	p◄.01	*
Personal problems	2	11.6549	p◄.01	*
Problems with other students	2	.0667	p►.05	
Decided to get married	2	5.2111	p►.05	
Wanted to get a full-time job	2	13.8384	p◄.001	*
Classes were too large	2	2.1909	p►.05	
Wasn't sure about what I really wanted to do	2	1.9221	p►.05	
Had to take too many difficult courses	2	.8367	p►.05	
Felt out of place in the social environment of the college	2	3.9537	p►.05	
Illness of a relative	2	4.2229	p►.05	
Academic adjustment problems	2	.3542	p►.05	
Family problems	2	10.5408	p◄.01	*
Changed my career goals	2	10.960	p◄.01	*
Didn't like dormitory life	2	1.500	p►.05	
Decided to attend another college	2	136.42	p◄.001	*
Transportation problems	2	1.61	p►.05	
Felt that teachers could not relates to me and were not interested in my problems	2	1.20	p►.05	
Financial problems	2	19.78	p◄.001	*

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Summary and Discussion

By the beginning of the 1984-85 school term, 339 (24.6%) of the 1,378 students had withdrawn from (or failed to return to) the college of first matriculation. Although the overall withdrawal rate was 24.6%, the actual freshman year dropout rate was only 12.4% while the transfer rate was 10.2%. The enrollment status of the remaining 2% was undetermined.

The distribution of uninterrupted enrollees, transfers, and dropouts differed significantly on four of six demographic characteristics: race *($p < .001$);* in-state/out-of-state residence *($p < .01$);* hometown size *($p < .01$);* and metropolitan/nonmetropolitan residence *($p < .01$).* Blacks and whites withdrew at identical rates, but the proportion of blacks who dropped out was almost double that of whites. Proportionately more out-of-state students than in-state student transferred. As related to hometown size, it appears that, in general, students from small rural towns, and cities of populations of less than 50,000 withdrew in smaller proportions. In fact, the smaller the size of the hometown, the higher the persistence rate. Freshman year findings show no significant difference in the persistence rates of males and females. However, when race and sex are taken into account, it is observed that black males, followed by black females, dropped out in significantly higher proportions than did white females and white males, respectively. Although students age 19 and over withdrew and dropped out in larger proportions, the distribution of uninterrupted enrollees, transfers, and dropouts did not differ significantly according to age at matriculation.

The three groups differed significantly on five of six family background measures: number of siblings *($p < .05$);* number of brothers who graduated from college *($p < .005$);* mother's education *($p < .005$);* father's education *($p < .05$);*and family income *($p < .05$).* Uninterrupted enrollees had the highest mean score on mother's education and father's education, while transfers had the lowest mean score on number of siblings and the highest mean score on family income. On the other hand, dropouts had the highest mean score on number of siblings, and the lowest mean score on number of sisters who graduated from college, mother's education, father's education, and family income. It appears that all of the family background measures which differentiated dropouts from uninterrupted enrollees

and transfers are indicators of lower socioeconomic level, i.e., dropouts have more siblings, their parents have less education, and lower incomes than parents of students in either of the other two groups.

The findings related to the relationship between college persistence and each of several selected measures of motivation show that the three groups did not differ significantly on five of the 10 measures: helping others who are less fortunate; gaining recognition as an expert in a particular field; getting a permanent job which offers security; preparation for the responsibilities of marriage; and becoming a more interesting, well-rounded person. In four of five instances, where significant differences are observed, the largest differences are between dropouts and transfers with uninterrupted enrollees falling between the two groups. Dropouts placed greater importance on working in a prestigious job, making a lot of money, being able to assist their parents financially, and owning a successful business. Dropouts, in comparison to uninterrupted enrollees and transfers, expressed the highest level of motivation to achieve recognition and material success. However, according to Rosen (1969), "motive alone is not sufficient to ensure success....Achievement motive may provide the internal impetus to excel, but it does not impel the individual to take the necessary supplementary steps to achieve success. Such steps include...hard work in association with a belief that the external environment can be mastered through rational effort, careful planning, and a willingness to defer gratification" (p. 49). Transfers, on the other hand, expressed less concern about both intrinsic and extrinsic rewards, had the fewest siblings and highest family income. These data suggest that transfers come from a higher socioeconomic group than either dropouts or uninterrupted enrollees. Transfers appear to have a broader range of options, as might be indicated by their propensity to change colleges.

When level of educational expectation and level of educational aspiration were used as measures of motivation, it was observed that uninterrupted enrollees, transfers, and dropouts differed significantly. These data suggest that, in general, the lower the level of expected educational attainment, the higher the withdrawal and dropout rates. Also, with few exceptions, larger proportions of persons who indicated lower levels of educational aspirations dropped out.

Pertaining to the relationship between selected college environment measurers and college persistence, the chi-square statistic showed no significant difference ($p < .05$) in the distribution of uninterrupted enrollees, transfers, and dropouts with regard to: on campus / off

campus residence; commuting distance; number of hours worked per week; and membership in campus clubs and organizations. However, distributions of uninterrupted enrollees, transfers, and dropouts differed significantly according to: type of college *($p < .0001$);* number of roommates *($p < .005$);* and degree of concern about ability to finance education *($p < .05$).* Regarding the relationship between persistence and number of roommates, the findings show that the withdrawal rate was lowest (20.2) for freshmen who shared a room with only one other person, and highest (28.2) for freshmen who share a room with two other persons. New freshmen who enrolled at traditionally black private colleges in the fall of 1983 withdrew at a much higher rate (30.1%) than did their cohorts who enrolled at either traditionally white public colleges (22.3) or the traditionally black public college (15.0%). The freshman year dropout rate for students who attended private black colleges was 20.3%, as compared to 11.6% for students who attended the traditionally black public college, and 8.2% for students who attended white public colleges. Also, the results suggest that there is a significant relationship between persistence and the degree of financial concern expressed by new freshmen during the early part of their first semester. Of those students who indicated that they had "no" concern about their ability to finance their college education, only 10.5% dropped out, as compared to 11.3% of those who expressed "some concern" about finance, and 20.9% of those who indicated "major concern" about finance.

Regarding the relationship between persistence among freshmen and choice of major, the distribution of uninterrupted enrollees, transfers, and dropouts differed significantly *($p < .05$)* according to choice of major area of study. Freshmen who selected college majors in areas of biological sciences both withdrew from the college of first enrollment, and dropped out of higher education altogether in greater proportions.

As for students' self-reported reasons for withdrawal, the number one reason given for withdrawal by both transfers and dropouts was, "wasn't sure of what I really wanted to do." Dropouts, more often than did transfers, indicated "financial problems," followed by "personal problems" as their reasons for withdrawal.

Recommendations

1. Freshman-year withdrawal rates among students attending small and mid-sized South Carolina Colleges are high. If these colleges are to realize increased retention rates, administrators must continue to express their concern about the problem and encourage the development of systematic intervention programs.

2. In an effort to reduce the freshman withdrawal rates, colleges may need to consider the deliberate establishment of intervention programs which are geared toward early identification and counseling of students who might be considered as most likely to dropout or transfer. Such students come from contrasting demographic and family backgrounds. For example, proportionately more dropouts are black males, and females respectively; metropolitan dwellers; and persons who score highest on number of siblings, but lowest on parents' education and income. On the other hand, greater proportions of transfers are white females, and males respectively; out-of-state students; and students who score lowest on number of siblings, but highest on family income.

3. Nonpersisters (18% of blacks as compared to only 7% of whites) placed greater value on acquiring a prestigious work situation and material success. In light of this finding, intervention counseling programs should contain at least one component which assists and encourages potential dropouts to identify the avenues by which most Americans who were once similarly situated have been able to acquire recognition and material success. They must also be assisted in developing realistic expectations about college life, as well as an understanding of the sacrifices and deferrals of gratification which most successful individuals have been required to make.

4. In view of the fact that larger proportions of persons who indicated lower levels of educational aspirations dropped out, and also, that the withdrawal and dropout rates were highest among persons who indicated lower levels of educational expectations, it could be useful to college administrators and admissions offices to ascertain, at the outset, some understanding of the degree aspirations and expectations of entering freshmen. Perhaps larger proportions of such students could be retained through early identification and intervention programs which assist students in identifying factors associated with their low aspiration. It may simply be that these freshmen lack either adequate commitment to college, or sufficient self-confidence, or both.

5. Those colleges which follow a policy of assigning more than two students to a dormitory room should evaluate this practice, as the dropout rate is highest for freshmen who share a room with two other persons. Although colleges have little control over students' off campus living arrangements, they can, through advisement programs, discourage the practice of three students sharing a room.

6. Institutions should seek improved procedures for providing assistance and information to entering students who express major concern about their ability to secure financing of education, as these students are more likely to withdraw and dropout prior to the beginning of the sophomore year.

7. Inasmuchas students most frequently cited uncertainty about career goals as the major reason for withdrawal, colleges should seek improved procedures to assist new freshmen in identifying career goals and college majors which are congruent with their interests and abilities. Perhaps such programs could be modeled after those currently existing at some other South Carolina colleges and universities which provide summer career development workshops and/or seminars for their prospective entering freshmen.

8. Individual institutions should examine their former students' verbatim self-reported reasons for withdrawal. An attempt should be made to sort out the classic explanations and complaints from those which might be considered as legitimate reasons since they sometimes relate to issues which may threaten the health and safety of students. Also, individual institutions should extract from their students' comments, information which has implications for recruitment, counseling, advisement, and career orientation programs.

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APPENDIX A

Table A

New Freshman Enrollment of Participating Colleges by Race and Sex, November 1983 *

Institution	Black Males		Black Females		White Males		White Females		Total
	N	%	N	%	N	%	N	%	
I-1	184	36	326	64	-0-		-0-		510
I-2	66	34	128	66	-0-		-0-		194
I-3	13	2	41	6.2	302	45.7	305	46.1	661
I-4	335	45.2	401	54.1	2	.3	3	.4	741
I-5	75	46	88	54	-0-		-0-		163
I-6	30	3.5	90	10.5	254	29.5	486	56.5	860
Total	703	22.5	1,074	34.3	558	17.8	794	25.4	3,129

* Figures are based on information provided by admissions officers through campus coordinators.

APPENDIX B

Table B

Student Surveys Distributed, Completed, and Returned and Sample Selected from Each Institution by Race and Sex

Institution	Total Surveyed	Returned Survey		Total Selected		*Sample Selected			
						Black Students (N = 839)		White Students (N = 539)	
		N	%	N	%	Males	Females	Males	Females
I-1	510	416	82	205	40	73	132	-0-	-0-
I-2	194	126	65	122	63**	30	92	-0-	-0-
I-3	661	551	77	280	42	6**	31**	117	126
I-4	741	677	91	294	40	135	159	-0-	-0-
I-5	163	107	66	100	61**	41	59	-0-	-0-
I-6	860	601	70	377	44	16**	65**	103	193
TOTAL	3,129	2,438	78	1,378	44	301	538	220	319

* The proportion of males and females selected from each institution was equal to their representation in the population of new freshmen.

** All usable responses were retained since the total new freshman enrollment in these institutions or categories was relatively small.

APPENDIX C

STUDENT SURVEY

1890 Research, Project No. SC. X-121-02-83
South Carolina State College
Orangeburg, South Carolina

The information requested herein is being collected in conjunction with a longitudinal study of entering college students. Your name, permanent home address, home telephone number and student ID number are requested **solely** to enable the researchers to conduct mail and telephone follow-up.

After you have filled in the information requested below, detach this page. Examiner will take up this page.

Your Name (Please Print)

_____
Last First Middle or Maiden

Home Mailing Address: _____

_____
City State Zip

Home Telephone _____

Student ID Number _____

DETACH THIS PAGE

STUDENT SURVEY

The information in this survey is being collected through the Office of 1890 Research in conjunction with Project No. SC. X-121-02-83 as part of a longitudinal study of entering college students.

Please read each question carefully and indicate one response for each item. Note that some questions contain more than one item. Be as honest as you can and select those answers which best describe you and your situation.

Be assured that your individual responses are confidential and will be used ONLY in grouped data for research purposes.

1. Racial/ethnic identiy:
   - American Indian ☐
   - Black ☐
   - Oriental ☐
   - White ☐
   - Spanish Origin ☐
   - Other ☐

2. Your Age:
   - 16 or less ☐
   - 17 ☐
   - 18 ☐
   - 19 ☐
   - 20 ☐
   - 21 or over ☐

3. Your Sex:
   - Male ☐
   - Female ☐

4. Marital Status:
   - Single ☐
   - Married ☐
   - Divorced ☐

5. Are you a full-time student?
   - Yes ☐
   - No ☐

6. Is this your first semester (excluding summer school) as a full-time student at any college?
   - Yes ☐
   - No ☐

7. With whom did you live during your high school years?
   - Both Parents ☐
   - Mother ☐
   - Father ☐
   - Grandparents ☐
   - Grandmother ☐
   - Grandfather ☐
   - Other ☐

8. Are you an only child?
   - Yes ☐
   - No ☐

9. If you are not an only child, how many brothers and sisters do you have?

Older brothers _____
Younger brothers_____
Older sisters _____
Younger sisters _____

10. How many of your brothers have attended college?

_____

11. How many of your brothers have graduated from college?

_____

12. How many of your sisters have attended college?

_____

13. How many of your sisters have graduated from college?

_____

14-16. Religious preference:

	Your Own (Ck. One)	Mother or Substitute (Ck. One)	Father or Substitute (Ck. One)
Baptist	☐	☐	☐
Catholic	☐	☐	☐
Episcopalian	☐	☐	☐
Holiness	☐	☐	☐
Jewish	☐	☐	☐
Lutheran	☐	☐	☐
Methodist	☐	☐	☐
Moslem	☐	☐	☐
Presbyterian	☐	☐	☐
(Parent deceased)		☐	☐

17. How often do you attend church?

2 or more times per week ☐
Once a week ☐
Once a month ☐
Seldom ☐
Never ☐

18. Where have you lived most of your life?

On a farm or in a small town
(population less than 2,500) ☐

In a large town
(population between 2,500 and 9,999) ☐

In a small city
(population between 10,000 and 29,999) ☐

In a medium sized city
(population between 30,000 and 49,999) ☐

In a large city
(population between 50,000 and 200,000) ☐

In a metropolitan area or its immediate suburbs
(population greater than 200,000) ☐

19. How important would you say that graduating from college is to you personally?

Extremely Important	☐
Very Important	☐
Fairly Important	☐
Not too Important	☐
Not at all Important	☐

20. How important do you think it is to your parents/guardians that you graduate from college?

Extremely Important	☐
Very Important	☐
Fairly Important	☐
Not too Important	☐
Not at all Important	☐

21-22. Which of the following comes closest to describing the work of your parents/guardians?

PLEASE INDICATE FOR EACH PARENT / GUARDIAN SEPARATELY.

	Mother or Substitute (Ck. One)	Father or Substitute (Ck. One)
Farm worker (such as fruit and vegetable picker, tobacco worker, etc.)	☐	☐
Service worker (such as barber, cook, waiter, postal worker, etc.)	☐	☐
Semi-skilled worker (such as factory machine operator, cab driver, etc.)	☐	☐
Skilled worker or foreman (such as baker, inspector, etc.)	☐	☐
Clerical worker (such as bookkeeper, secretary, typist, sales, etc.)	☐	☐
Sales (such as real estate, etc.)	☐	☐
Manager (such as sales manager, store manager, office manager, business manager, factory supervisor, etc.)	☐	☐
Proprietor or owner (such as owner of a small business, wholesaler, retailer, restaurant owner, etc.)	☐	☐

Professional (such as accountant, artist, dentist, physician, engineer, lawyer, librarian, scientist, teacher, nurse, etc.)	☐	☐
Unemployed	☐	☐
Other (Specify)	☐	☐

23-24. What was the highest level of education completed by your parents/guardians?

PLEASE INDICATE FOR EACH PARENT / GUARDIAN SEPARATELY.

	Mother or Substitute (Ck. One)	Father or Substitute (Ck. One)
Elementary school or less	☐	☐
Some high school	☐	☐
High school graduate	☐	☐
Vocational, business, or technical school graduate	☐	☐
Some college but did not graduate	☐	☐
Four-year college graduate	☐	☐
Master's degree	☐	☐
Doctorate	☐	☐
Professional degree (law, medicine, etc.)	☐	☐

25-26. What was the total income of each of your parents/guardians (before deductions) for the 1982 calendar year?

INDICATE FOR EACH PARENT SEPARATELY.

	Mother or Substitute (Ck. One)	Father or Substitute (Ck. One)
Under $4,000	☐	☐
$ 4,000 - $ 5,999	☐	☐
$ 6,000 - $ 7,999	☐	☐
$ 8,000 - $10,999	☐	☐
$11,000 - $13,999	☐	☐
$14,000 - $16,999	☐	☐
$17,000 - $19,999	☐	☐

$20,000 - $22,999	☐	☐
$23,000 - $25,999	☐	☐
$26,000 - $28,999	☐	☐
$29,000 - $31,999	☐	☐
$32,000 - $34,999	☐	☐
$35,000 - $37,999	☐	☐
$38,000 - $40,999	☐	☐
$41,000 or more	☐	☐

27-28. To what extent was your decision to attend college influenced by your parents/guardians?

PLEASE INDICATE FOR EACH PARENT/GUARDIAN SEPARATELY.	Mother or Substitute (Ck. One)	Father or Substitute (Ck. One)
VERY MUCH. I would have chosen not to attend college if he/she had not insisted that I enroll.	☐	☐
QUITE A BIT. Although it was my decision, he/she encouraged and supported me in the decision.	☐	☐
VERY LITTLE. He/she didn't seem to care whether I enrolled in college or not.	☐	☐
NONE. He/she views college going as a waste of time and money.	☐	☐
I DON'T REALLY KNOW. We have always talked about college-going as a natural step to follow high school graduation.	☐	☐

29. Are you holding a job this semester (other than being a student)? (Check One)

No, I am not employed.	☐
Yes, I work less than 10 hours per week.	☐
Yes, I work 10-15 hours per week.	☐
Yes, I work 16-20 hours per week.	☐
Yes, I work 21-30 hours per week.	☐
Yes, I work more than 30 hours per week.	☐

30. If your answer to question 29 is yes, where do you work?

- On Campus ☐
- Off Campus ☐
- Both ☐

31. While in college, where do you live?

- On Campus ☐
- At home ☐
- Off campus with relatives or family friends ☐
- Off campus, renting a room, apartment, or house ☐

32. If you live off campus, how far do you commute to school?

- Less than one mile ☐
- 1 - 4 miles ☐
- 5 - 9 miles ☐
- 10 - 19 miles ☐
- 20 - 29 miles ☐
- 30 miles or more ☐

33. What is your main source of transportation while in school?

- None, I walk ☐
- Drive own car ☐
- Motorcycle ☐
- City Bus ☐
- Car Pool ☐
- Other ☐

34. If you live with other college students who are not related to you, how many people share the room in which you sleep while attending college?

- None ☐
- One ☐
- Two ☐
- Three or more ☐

If your answer to question 34 is "None," do not answer item numbers 35-38.

35-38. If you live with other college students who are not related to you, how would you characterize your relationship with your roommate(s)?

ANSWER SEPARATELY FOR EACH ROOMMATE. ANSWER ONLY FOR THE NUMBER OF ROOMMATES YOU HAVE.

	First Roommate (Ck. One)	Second Roommate (Ck. One)	Third Roommate (Ck. One)	Fourth Roommate (Ck. One)
VERY CLOSE. We talk a lot about personal problems, successes, and failures, and we understand each other very well.	☐	☐	☐	☐
FRIENDLY. We get along well, but, we don't share personal problems, successes, and failures.	☐	☐	☐	☐
OKAY. We don't talk much and we aren't especially friendly, but we get along okay.	☐	☐	☐	☐
DISTANT. We don't talk or share the same interests; my roommate appears to be a bit snobbish	☐	☐	☐	☐
UNFRIENDLY. My roommate doesn't like me very much.	☐	☐	☐	☐

39. Below is a list of persons who sometimes exert influence on the career/occupational choices of young people; indicate the extent to which each of the following persons has influenced your occupational life plans and career goals.

CHECK ONE FOR EACH ITEM, A THROUGH M.

	Very Much	Somewhat	Very Little	Not at All
A. Mother	☐	☐	☐	☐
B. Father	☐	☐	☐	☐
C. Brother	☐	☐	☐	☐
D. Sister	☐	☐	☐	☐
E. Other Relative	☐	☐	☐	☐

F. Friend of Same Sex.....	☐	☐	☐	☐
G. Friend of Opposite Sex....	☐	☐	☐	☐
H. High School Counselor....	☐	☐	☐	☐
I. High School Teacher.....	☐	☐	☐	☐
J. College Counselor.....	☐	☐	☐	☐
K. College Advisor.....	☐	☐	☐	☐
L. Minister.....	☐	☐	☐	☐
M. Other.....	☐	☐	☐	☐

40. How is your college education being financed?

INDICATE YOUR RESPONSE FOR ITEMS A THROUGH M

	Primary Source	Second-ary Source	Not a Source
A. Parent(s)/guardian(s).....	☐	☐	☐
B. Academic scholarship(s).....	☐	☐	☐
C. Athletic scholarship.....	☐	☐	☐
D. Music scholarship (band, choir, etc)..	☐	☐	☐
E. Pell Grant.....	☐	☐	☐
F. Ed. loans from college attended....	☐	☐	☐
G. Ed. loans from private sources....	☐	☐	☐
H. College work/study program.....	☐	☐	☐
I. G. I. Bill.....	☐	☐	☐
J. Your earnings from off campus job.	☐	☐	☐
K. Your earnings from summer job...	☐	☐	☐
L. Personal savings.....	☐	☐	☐
M. Other.....	☐	☐	☐

41. What is the highest level of education that you **expect** to attain?

CHECK ONLY ONE RESPONSE TO THIS ITEM

One year of college or less	☐
2 - 3 years of college	☐
Associate's degree (A.A.)	☐
Bachelor's degree or equivalent	☐
Master's degree	☐
Doctorate	☐
Professional degree (law, medicine, etc.)	☐

42. If there were no limitations what is the highest level of education that you **would like** to attain?

CHECK ONLY ONE RESPONSE TO THIS ITEM

- One year of college or less ☐
- 2 - 3 years of college ☐
- Associate's degree ☐
- Bachelor's degree or equivalent ☐
- Master's degree ☐
- Doctorate ☐
- Professional degree (law, medicine, etc.) ☐

43. In what occupation do you **expect** to be employed 5 - 10 years from now?

_____

44. If there were no barriers, in what occupation **would you like** to be employed 5 - 10 years from now?

_____

45. What is your present college major?

_____

46. Do you expect to teach?

Yes ☐ No ☐

47. If your answer to the previous question is yes, on what level do you expect to teach?

Elementary ☐ Secondary ☐ College ☐

48. To what extent do you think each of the following desribes the psychological climate or atmosphere at this college?

CHECK ONE ANSWER FOR EACH ITEM

	Very Descriptive	In Between	Not at all Descriptive
Intellectual	☐	☐	☐
Snobbish	☐	☐	☐
Social	☐	☐	☐
Victorian	☐	☐	☐
Practical-minded	☐	☐	☐
Warm	☐	☐	☐
Realistic	☐	☐	☐
Liberal	☐	☐	☐

49. Answer each of the following as you think it applies to this college:

	Yes	No
The students are under a great deal of pressure to get high grades	☐	☐
The student body is apathetic and has little "school spirit"	☐	☐
Most of the students are of a very high calibre academically	☐	☐
There is a keen competition among most of the students for high grades	☐	☐
Freshmen have to take orders from upperclassmen for a period of time	☐	☐
There isn't much to do except to go to class and study	☐	☐
I felt "lost" when I first came to the campus	☐	☐
Being in this college builds poise and maturity	☐	☐
Athletics are overemphasized	☐	☐
The classes are usually run in a very informal manner	☐	☐
Most students are more like "numbers in a book"	☐	☐

50. Do you have any concern about your ability to finance your college education?

CHECK ONLY ONE RESPONSE TO THIS ITEM

None (Iam confident that I will have sufficient funds) ☐

Some concern (but I will probably have enough funds) ☐

Major concern (not sure I will be able to complete college) ☐

51. How important is each of the following to you personally?

CHECK ONE ANSWER FOR EACH ITEM A THROUGH J

	Extremely Important	Very Important	Fairly Important	Not too Important	Not at all Important
A. Becoming an expert in a particular field of study as a source of personal satisfaction	☐	☐	☐	☐	☐
B. Working in a prestigious job	☐	☐	☐	☐	☐
C. Helping others who are less fortunate than I	☐	☐	☐	☐	☐
D. Gaining recognition as an expert in a particular field of study	☐	☐	☐	☐	☐
E. Making a lot of money	☐	☐	☐	☐	☐
F. Getting a permanent job which offers security	☐	☐	☐	☐	☐
G. Becoming a more interesting well-rounded person	☐	☐	☐	☐	☐
H. Preparation for the responsibilities of marriage	☐	☐	☐	☐	☐
I. Being able to assist parents with their financial problems	☐	☐	☐	☐	☐
J. Owning a successful business	☐	☐	☐	☐	☐

52. In how many campus clubs and organizations do you currently hold membership?

0 ☐
1 ☐
2 ☐
3 ☐
4 ☐
5 or more ☐

APPENDIX D

STUDENT FOLLOW – UP SURVEY

1890 Research Project No. SC.X-121-02-83

SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, SOUTH CAROLINA

1. What is your current home mailing address?

_____
Street, Post Office Box, or Route and Number

_____
City State Zip Code

2. Telephone number where you can be reached: _____

3. Please indicate your present marital status (check one):

- ☐ Never married
- ☐ Married
- ☐ Separated
- ☐ Divorced
- ☐ Widowed

4. Are you presently:

- ☐ Employed full-time
- ☐ Employed part-time
- ☐ Unemployed
- ☐ A full-time homemaker (not employed outside the home)

5. Are you currently enrolled in a college?

- ☐ No
- ☐ Yes

6. If your answer to question No. 5 (above) is yes, please indicate in the spaces provided the name and location of the college in which you are presently enrolled.

Name of college _____

Location of college _____
City State

7. If you are **not presently enrolled in college or have transferred to another college**, indicate how important each of the following was in making your decision to withdraw or transfer:

	Not at all Important	Fairly Important	Very Important
Did not do as well in class(es) as I expected to	☐	☐	☐
Became ill or had an accident	☐	☐	☐
Personal problems	☐	☐	☐
Problems with other students	☐	☐	☐
Decided to get married	☐	☐	☐
Wanted to get a full-time job	☐	☐	☐
Classes were too large	☐	☐	☐
Wasn't sure about what I really wanted to do	☐	☐	☐
Had to take too many difficult courses	☐	☐	☐
Felt out of place in the social environment of the college	☐	☐	☐
Illness of a relative	☐	☐	☐
Academic adjustment problems	☐	☐	☐
Family problems	☐	☐	☐
Changed my career goals	☐	☐	☐
Didn't like dormitory life	☐	☐	☐
Decided to attend another college	☐	☐	☐
Transportation problems	☐	☐	☐
Felt that teachers could not relate to me and were not interested in my problems	☐	☐	☐
Financial problems	☐	☐	☐

8. **Other comments**: We appreciate any other information which will help us understand why you withdrew or transferred to another college.

_____

_____

_____

_____

APPENDIX E

Table C

Percent Distribution of Freshman First Semester, Second Semester, and Total Year Withdrawal Rates by Institution

Institutional Codes	First Semester			Second Semester			Freshman Year Total		
	Population Subset	Withdrawals N	%	Remaining Subset	Withdrawals N	%	N	Withdrawals N	%
I-1	205	10	4.9	195	74	37.9	205	84	41.0
I-2	122	6	4.9	116	21	18.1	122	27	22.1
I-3	280	24 *	8.6	256	41*	16.0	280	65	23.2
I-4	294	10	3.4	284	34	12.0	294	44	15.0
I-5	100	7	7.0	93	23	24.7	100	30	30.0
I-6	377	19	5.0	358	70	19.6	377	89	23.6
Total	1,378	76	5.5	1,302	263	20.2	1,378	339	24.6

* Includes 1 deceased person

APPENDIX F

Table D

Percent Distribution of Mail and Telephone Response Rates of Freshman Withdrawals by Institution

Institutional Codes	First Semester Withdrawals					Second Semester Withdrawals					Freshman Year Total Withdrawals				
	Number	Respondents N	Respondents %	Nonrespondents N	Nonrespondents %	Number	Respondents N	Respondents %	Nonrespondents N	Nonrespondents %	Number	Respondents N	Respondents %	Nonrespondents N	Nonrespondents %
I-1	10	8	80.0	2	20.0	74	63	85.1	11	14.9	84	71	84.5	13	15.5
I-2	6	5	83.3	1	16.7	21	20	95.2	1	4.8	27	25	92.6	2	7.4
I-3	24 *	21	87.5	3	12.5	41 *	38	92.7	3	7.3	65	59	90.8	6	9.2
I-4	10	10	100.0	0	0.0	34	34	100.0	0	0.0	44	44	100.0	0	0.0
I-5	7	6	85.7	1	14.3	23	21	91.3	2	8.7	30	27	90.0	3	10.0
I-6	19	18	94.7	1	5.3	70	67	95.7	3	4.3	89	85	95.5	4	4.5
TOTAL	76	68	89.5	8	10.5	263	243	92.4	20	7.6	339	311	91.7	28	8.3

* Includes one deceased person

APPENDIX G

Table E

Percent Distribution of First Semester Freshman Transfers and Dropouts by Sex and Race

Enrollment Status	Men				Women				Total	
	Black		White		Black		White			
	N	%	N	%	N	%	N	%	N	%
Transfers	1	9.0	6	42.9	7	30.4	13	65.0	27	39.7
Dropouts	10	90.9	8	57.1	16	69.6	7	35.0	41	60.3
TOTAL	11	100	14	100	23	100	20	100	68	100

Missing Observations: 8

$X^2 = 10.537$ with 3 df, $p < .014$

Table F

Percent Distribution of Second Semester Freshman Transfers and Dropouts by Sex and Race

Enrollment Status	Men				Women				Total	
	Black		White		Black		White			
	N	%	N	%	N	%	N	%	N	%
Transfers	19	29.2	22	71.0	34	38.2	39	67.3	114	46.9
Dropouts	46	70.8	9	29.0	55	61.8	19	32.7	129	53.1
TOTAL	65	100	31	100	89	100	58	100	243	100

Missing Observations: 20

$X^2 = 29.1389$ with 3 df, $p < .001$

APPENDIX H

Varying Definitions of Persisters and Nonpersisters

Astin, A. W., 1972, pp. 4-5.

Nondropouts were defined as "(a) all students who requested that their transcripts be sent but who may never have actually entered another institution, and (b) all students who may have re-enrolled at a second institution but subsequently dropped out." Also included was any student who "received the bachelor's degree, was still enrolled for work toward the degree, or had transcripts sent to another institution."

Dropouts were defined as "those students who left their first institution without completing a degree **and** who never requested that their transcripts be sent to another institution."

Astin, A. W., 1975, pp. 9-10.

"A **persister** is defined as any student who, at the time of the 1972 follow-up, satisfies one of the following conditions: (1) is enrolled full time in graduate or professional school; (2) has earned the B.A. (or a higher) degree; or (3) has completed four years of college, is still enrolled full time, and is still pursuing at least the bachelor's degree....

"A **stopout** is defined as any nonpersister who is still planning to obtain at least a bachelor's degree at the time of the 1972 follow-up **and** who satisfies one of the following conditions: (1) is enrolled full time as an undergraduate; (2) has completed four years of undergraduate work since 1968; or (3) has been continuously enrolled (full or part time) since 1968....

"A **dropout** is any student who: (1) is not enrolled in graduate or professional school; (2) does not have a bachelor's (or higher) degree; (3) is not currently enrolled full time as an undergraduate; **and** (4) has not been continuously enrolled since 1968; (5) has not completed four years of undergraduate work since 1968; and/or (6) is no longer pursuing the bachelor's (or a higher) degree."

Bayer, A. E., 1968, p. 308.

Dropouts were those students who "had not completed a degree and were not currently enrolled in 1965." **Delayed potential senior college graduates** were those students who "had....not completed a degree but were enrolled in college in 1965." **Successful students** were those who "had completed the baccalaureate degree within five years after completion of high school."

Demos, G. D., 1968, p. 682.

Dropouts were defined as "full-time students who had withdrawn and had completely separated from college."

De Vecchio, R. C., 1972, p. 429.

Nonreturning students were those 1970-71 freshmen who "voluntarily withdrew during the academic year or did not return for the second and third terms."

Di Cesare, A. C., Sedlacek, W. E., & Brooks, G. C., Jr., 1972, p.319

Returnees were defined as "those black students...who registered for both the fall 1969 and spring 1970 semesters." **Nonreturnees** were defined as "those black students who registered for the fall 1969 semester but not for the spring 1970 semester...(excluding graduates in January 1970)."

Eagle, N., 1981.

Non-returning students were defined as those students qualified to return to Bronx Community College who failed to do so.

Eckland, B. K., 1964(b), p.63.

The following groups were delineated:

"**Low achievers,** or freshmen who failed, or nearly failed, their first semester in college by not receiving a 'C' grade average, or better.

"**Early dropouts,** or students who left the University (or a college to which they transferred) during the first school year and did not

immediately re-enroll at any institution of higher education the following term (excluding summer sessions).

"**All dropouts**, or all students who left the University (or a college to which they transferred) at any time before attaining a degree and did not immediately re-enroll, at any institution of higher education the following term (excluding summer sessions).

"**Permanent dropouts**, or all dropouts whose graduation appears unlikely (they either did not return to college, or, if returned, were not 'potential graduates')."

Fetters, W. B., 1977, p. 17.

"A **freshman withdrawal** was defined as a student who was in school in October 1972 but was not in school in October 1973. A sophomore withdrawal was defined as a student who was in school in both October 1972 and 1973 but was not in school in October 1974....

"**Nonacademic withdrawals** are those students who left college without completion but who had a self-reported grade-point average of C or above (following the classification procedures of Johannson and Rossman, 1973).

"The **academic withdrawals** are those students whose self-reported college grade-point average was below C, or whose reasons for withdrawing was [sic] either 'courses were too hard' or 'failing or not doing as well as I wanted'. "

Gustavus, W. T., 1972, p. 137.

A **successful student** was "any student enrolled full-time during the winter quarter, 1970, who was classified as a senior, who was not on academic probation, and who had never dropped out of college."

A **readmitted student** was "any full-time student enrolled during the winter quarter, 1970, who was readmitted at the beginning of that quarter, who had been out of school for at least one quarter and who had not previously completed the requirements for an undergraduate degree."

A **dropout** was "any undergraduate who withdrew formally from Florida State University at least two years previously and who had not been readmitted to any college or university since that time."

Hackman, J. R., & Dysinger, W. S., 1970, pp. 314-315.

"**Persisters:** Students who remained in their original college for the duration of the study.

" **'Real' Voluntary Withdrawals:** Students who withdrew from college by their own choice and had not enrolled in another college or re-enrolled in the original school by the time data analyses began.

"**Transfers/Returnees:** Students who withdrew by their own choice, but who re-enrolled or transferred to another institution by the time data analyses began.

"**Academic Dismissals:** Students who were not allowed to continue in their original colleges by the institutions because of inadequate academic performance.

"**Disciplinary Dismissals:** Students who were dropped by the institutions for violating college regulations. There were very few cases of disciplinary dismissals; data for these students are not analyzed or discussed in this report."

Heller, B. R., 1982, ERIC Document Abstract, ED 217 949.

Persisters were "students who persist through their first and into their second year of college."

Nonpersisters were "those who drop out along the way."

Iffert, R. E., & Clarke, B. S., 1965, p. 2.

"1. An **applicant** is a prospective student who has filed, in proper form, an application for admission to the class entering at a specified time as a first-time-in-any college student in one of the undergraduate schools, colleges, or departments of a specific institution. He must have submitted, or caused to be submitted, certificates, credentials and deposits as required by the institution to permit a firm determination regarding eligibility for admission. Advanced standing or transfer applications are not included.

"2. An **admission** is an applicant to whom the institution has issued an official notification of acceptance, admission, or invitation to enroll, inlcuding those admitted conditionally or on probation. A student who could have enrolled on an earlier date because of prior admission should

be included if re-application was not required. Prior admission does not count if re-application and re-admission are required.

"3. A **registrant** must qualify as an admission, must be formally enrolled, must have paid or arranged for payment of tuition, fees, deposits and other prescribed charges, and must have necessary credentials for admission to classes.

"4. A **no-show** is an admitted applicant who does not register and who has not informed the institution of no intent to do so in time to permit the institution to arrange other admissions.

"5. An **active** student is a registered undergraduate in attendance, part-time or full-time, during the period of study.

"6. A **dropout**, for the purposes of this study, is an undergraduate registrant who withdrawals, voluntarily, or involuntarily, from the institution during the academic year. . . .A student who is granted an official leave of absence but is not currently enrolled is counted as a dropout."

Ironside, E.M., 1979, p. 4.

Nonreturning students were "those students who did not graduate and who were academically eligible to return the follow [sic] year — but who chose not to do so."

Johansson, C. B., & Rossmann, J. E., 1973, p. 2.

Persisters were defined as "students who continued their education and received the baccalaureate degree." **Voluntary withdrawals** were defined as "students who left in satisfactory academic standing (at least a C average)." **Failures** were defined as "students who withdrew with an unsatisfactory grade point average."

Kamens, D. H., 1971, p. 275.

"We defined as **dropouts** those members of the sample who had left college at any time during the four-year period between 1962 and 1966, whether or not they transferred to another college. We do not assume that those who dropped out had ended their educational careers (cf. Eckland, 1964)."

Keim, H. D., Van Allen, G., & Anderson, G. J., 1982, p. 26.

"**Persisters** are defined as all students who were currently enrolled during the research project.

"**Transfers** are defined as students whose expressed reason for attending the institution was to prepare for transfer to another institution. These students may or may not persist at the receiving institution.

"**Short-term goal completers** are those students whose expressed reason for attending the institution was to take courses of interest or explore a career area.

"**Dropouts** are defined as students whose expressed goal on the 'Admissions Questionnaire' was to obtain a degree, certificate, or diploma and who did not register for the academic quarter immediately following the quarter in which the student was enrolled.

"**Achievers** include graduates, transfers, and short-term goal completers."

Kolstad, A. 1977, p. 4.

Withdrawals were defined as "all students who attended a 2-year or 4-year college or university in either October 1972 or October 1973 but not in October 1974 (with the exception of those who completed a 2-year degree or other formal award). This definition counts as withdrawn only those who leave the higher educational system entirely, not those who transfer from one institution to another."

Kooker, E. W., & Bellamy, R. G., 1969.

Graduates were defined as those who received a degree within six years of first enrollment. Non-graduates were those who did not receive a degree and were no longer enrolled at the end of the six-year period.

Kowalski, C., 1977, p. 100.

"**Persisting student.** A student at any level (freshman, sophomore, junior, senior or graduate) who was enrolled at the major Midwestern university where the research was undertaken at the beginning of the fall, 1973 semester as a full-time student and completed the semester with at least a 2.00 grade point average.

"**Nonpersisting student**. A former student (freshman, sophomore, junior, senior or graduate) who was enrolled at this university at the beginning of the fall, 1973 semester and withdrew from school prior to the completion of that semester."

Mack, F. R.—P., 1973, p. 15.

"The subjects were initially divided into Persisters and Dropouts. Persisters (n = 233) were subjects who had completed eight continuous nonsummer semesters between the 1968 fall term and the end of the 1972 spring term. Dropouts (n = 279) who [sic] had not completed eight continuous nonsummer terms at the University of Illinois at Urbana-Champaign between the 1968 fall term and the end of the 1972 spring term.

"Dropouts were further divided into Nonpersister-returnees and Nonpersister-nonreturnees. Nonpersister-returnees (n = 43) were subjects who had terminated registration (i.e., had not completed eight continuous nonsummer terms), but had re-enrolled for continuous student status by the eighth nonsummer semester. Nonpersister-nonreturnees (n = 236) were subjects who had terminated registration and had not re-enrolled for continuous student status after dropping out.

"Finally, the students were divided into Graduates and Nongraduates. Graduates (n = 69) were subjects who officially graduated from the University of Illinois at Urbana-Champaign in June, 1972. Nongraduates (n = 433) were subjects who did not officially graduate from the University of Illinois at Urbana-Champaign in June, 1972."

Nelson, R. B., & Urff, D. M., 1982, p. 2.

Withdrawing/Nonreturning students were those "who met the following criteria: (a) their term of first enrollment occurred during the time period from Fall 1976-77 through Fall 1979-80, (b) they were classified at the time of their original enrollment as 'undergraduate regular' — 'new freshman,' (c) their term of last enrollment occurred during the time period from Spring 1978-79 to Fall 1979-80, and (d) they terminated their studies at UND without earning a degree."

Newlon, L. L., & Gaither, G. H., 1980, pp. 238-239.

"A **persisting** student was defined as any individual who was enrolled at CSUN at census date on a full or part-time basis....A **non-persisting** student was defined as one who was not enrolled at census date. This could be a temporary condition (known as a 'stop-out'), a true drop-out, or a senior who had completed his degree and graduated."

Nicholi, A. M., II, 1970, ERIC Document Abstract, ED 042 068.

Dropouts were persons who withdrew from Harvard College over a five year period.

Panos, R. J., & Astin, A. W., 1968.

"A **nondropout** was any student who reported in 1965 that he had completed four or more academic years of college work, whether or not he had received a bachelor's level or equivalent degree....All other students, that is, students who left the institution they entered in the fall of 1961 and had not completed four years of college by the summer of 1965, were considered to be **dropouts**, even if they were enrolled in college at the time of the follow-up survey."

Peng, S. S., & Fetters, W. B., 1977, p. 3.

"Students who continued an academic program over the two years in either the same or different institutions were classified as **persisters**. Students who withdrew from an academic program, either leaving the school or changing to a vocational/technical program by October 1973 or by October 1974 were classified as **withdrawals**. In the case of two-year colleges, **withdrawals** included those students who left school by October 1973 or 1974 without completion, those students who transferred from an academic to a vocational-technical program by October 1973 or 1974, and those students who completed a two-year college program but did not continue in a four-year college for a college degree."

Reed, H. B., 1968, p. 413.

"The **voluntary dropout criterion** is defined as any student who left by September of the senior year, and who left for other than nonvoluntary reasons (such as academic disqualification).

"The **under-overachievement criterion** is defined as the difference between the student's Predicted GPA (determined by a formula using weighted scores on the College Board Scholastic Aptitude Test and High School Rank), and the student's freshman year GPA (with a grade of 'F' = 0, 'D' = 1, and 'A' = 4)."

Slocum, W. L., 1956, p. 53.

Enrollees were "individuals still enrolled in college....All who were not enrolled on April 25, 1955 were classified as **dropouts**."

Trent, J. W., & Medsker, L. L., 1968, p. 102.

"**Persisters** are defined as students who remained in college consistently for four years and were in college in the Spring of 1963, whether or not they obtained a baccalaureate degree. **Withdrawals** are defined as students who neither completed four years of college nor were enrolled in the Spring of 1963. **Transfers** were included among the persisters if they remained in college through the Spring of 1963, and among the withdrawals if they did not."

APPENDIX I

VERBATIM RESPONSES

1. Self-Reported Reasons Given by Black Females for Dropping Out by the End of the Freshman Year

- I never expect to return to any college.
- I didn't withdraw because of my grades. My grades were excellent.
- I got pregnant.
- The college that I attended wasn't like I expected it to be, nor was it like the place that the advisors said it was.
- I didn't apply myself and couldn't understand foreign teachers.
- I transferred to another college because the previous college didn't have a four-year program for nursing.
- My grades were too low. I plan to return in January 1985.
- My main reason for leaving was because the security wasn't good enough. There was just too much danger with students getting raped, people breaking into girls' dormitory.
- I may later decide to return to college. I have decided to become an Airman in the U.S. Air Force and I love it!
- I wanted to transfer to a college in Florida, but I now have decided to return to _____ College and finish school there.
- I didn't want to leave _____, the man in the Dean's Office said I couldn't come back. But I plan to return in 1986 to finish.
- No other comments.
- I don't think a 4-year college is for me. I'd rather go back to school for around 2 years like to a tec school or something.
- The reason I left was my mother made me go and I was not ready. That's why I left.

- The only reason for not going back to _____ College is because of my grades; I wasn't ready for college but now I've had time to think and I'm sure I'm ready.

- Had no problems with any of the questions I marked in the first column. I thought I was doing well, which I was until the tests came up.

- I am planning on attending _____ University in January of 85.

- Personal problems.

- I just don't like it down there and to me the courses I was taking didn't relate to my major.

- I had problems with the basketball coach. I was on basketball scholarship and couldn't get along with the coach.

- Need more tutors at _____ College.

- I didn't transfer or withdraw from _____ College; I had to get an operation on my knee. It was important that it be done. (So I sat out). I'll be attending in January. I really didn't drop out. I had knee problems and it was time for me to have an operation. I was down there last week to pre-register for classes. At first, I wanted to transfer to another tec college, but changed my mind because I really enjoyed _____ College. Thank you.

- Financial aid was the main factor in my withdrawing from _____ College; I also didn't feel comfortable there. After going on active duty in the Army from May 23 to Oct. 2, I realized that I wasted money on going to a college that I wasn't pleased with at all. Thank you for your concern.

- I am planning on transferring to a college near my hometown. And besides I did not have the money that I owed the college to return this semester.

- I really hated to leave because I had so many friends and had plans for the future. I miss it very much!

- I wanted to be at home with my baby and I wanted to work.

- I withdrew for one semester due to my personal medical reasons. However, I do plan to re-enter Fall '84.

- I was homesick and wanted to be closer to my boyfriend.

- I just didn't like _____; the people in the administration weren't together. Orientation and registration were a hassle. It took four days to register my first semester! The students were nice and classes weren't hard, but the school is just not run properly.

- Security was very lax and the dormitories are not furnished properly.

- Financial difficulty.

- Dismissed due to poor academic performance caused by attention to family obligations.

- Because I'm pregnant, and I wasn't too fond of the school cooking.

- I had a very bad personal problem, plus I needed money.

- I expect to return after my baby is born.

- I transferred because I didn't like the school's financial system.

- The reason I am not attending _____ College anymore is mainly because they told me to go into the field of biology. Not knowing that I was able to change my major during any course of the year, I had to cope with taking those very difficult classes that they gave me. I tried to deal with them, and in doing this I failed. I failed the second semester and 1 of 2 classes in summer school. I really wanted to show them that I was capable of doing any work given to me, but biology was never one of my favorite subjects. In high school I was a 'B' average student when I graduated. I have a good high school transcript.
  Another reason I failed second semester was because on the day before finals I was suppose to take three tests and I went to a funeral. So instead of the teachers giving me 'I's' they gave me 'F's.'
  But I want to go back to college to prove to myself and my family that I can make it. I really can. I wanted to come to your college. But I might not be accepted. I want to begin as a freshman again. I have also considered _____. Thank you.

- I don't know what to say but, I do want to go on with my college career. Thank you for being concerned.
- I was involved in a car accident, but I will be returning in the spring.
- I didn't feel like going anymore.
- Academic problems, that was it.
- I had a problem adjusting to the social environment.
- I returned too late and lost my room, and then I didn't have enough money.
- Got married.
- I didn't withdraw. I was dismissed for academic reasons. I had trouble with math and with a foreign teacher. I plan to return.
- I'm pregnant and I felt I should come home.
- My decision to leave _____ College does not mean that I'm not going to succeed in life. I have goals, and with God's help I'll reach them. I'm sorry about the lateness of this survey; please forgive me.
- Dormitory conditions were bad; that is they were very filthy and roachy, especially bathrooms. The cafeteria had too many flies and roaches would crawl across the tables while you were eating.

2. Self-Reported Reasons Given by White Females for Dropping Out by the End of the Freshman Year

- I felt very pressured during my first semester of college. I stayed out one semester to make some money and to get myself back together.
- I just hated everything about the college.
- I have to work my way through college because my parents are not able to give me any financial assistance.
- I had trouble with one of my roommates and with a teacher. I wanted to spend more time with my boyfriend.
- First had to have foot surgery; second, I wasn't sure about what I wanted to do.
- I had a car accident the day before leaving for college and I was hospitalized for a while.
- Financial problems, wanted to be closer to home to see my boyfriend, had no clear career goals.
- I withdrew due to the problems I had with my 1st and 2nd roommate. I was too independent for both and they tried to replace my mother.
- I realized I had chosen the wrong school and the wrong major.
- My parents divorced last semester and I missed school a lot because I was sick and I broke up with my boyfriend so my grades weren't so good. So I decided to take some time off to decide what I want to do. I miss school so I'm ready to go back now.
- I wasn't really interested in college; my parents made me go.
- It was really just because I got married and moved out here.
- I want to transfer (next semester) to _____ to take up fashion merchandising and I didn't like the college I attended.

- When I started I really wanted to take a year off, but everybody said if you don't go now you never will. So I went but I didn't know what I wanted to take and got in over my head. So now I'm taking time off to decide what I want to do so I'll know what classes to take at tec.

- The fact that students have so much freedom and party life was so heavy. I just wasn't ready for that.

- I was really just undecided about what I wanted to do so I am taking a break and working full time until I know what I want to major in. I plan to go back.

- I couldn't decide what my major was going to be. I was premed but decided I didn't want that. So I took some time off to make a decision.

- When I first attended college I was undecided about a major and whether or not I wanted to continue my education. Certain incidents influenced my decision. For example, I asked a professor whether I should stay in class because I failed the first test or should I drop the course, or so forth. His answer was, 'Little girl, you have four choices: (A) drop out of college, (B) commit suicide, (C) stay in the course, (D) drop the course.' My reply was thank you for your time. Another problem I had was trying to pre-register for the second semester. Anyway I decided I'd rather work and make more money.

- The reason I withdrew from college was because I had financial problems and my grades were not as well as I expected them to be.

- I did not really want to go to college directly out of high school anyway. My father asked me to try it anyway.----So I did. I had already chosen a profession and I had my heart set on it for several years. College was not required to get into my profession; a professional school was.
  Too, I wanted to work for a year after high school to figure exactly what I wanted to do. I feel that if I had waited a year to grow up a little more, I might still be in college.

- I planned to move and start school the first semester, now plan to start back in Spring.

- I didn't know what I wanted to do so I decided to get a job and give myself some time to decide.
- I didn't really know what I wanted to do.
- Homesickness.
- I just didn't like college.

3. Self-Reported Reasons Given by Black Males for Dropping Out by the End of the Freshman Year

- I had financial problems. I plan to go back to college but haven't decided where.
- I didn't like the college I was attending. The school was not up to a satisfactory condition. The place really made me sick, I hated the place and that's a fact.
- My mother lost her job and things just didn't turn out as we had anticipated. It was financial problems.
- I wasn't prepared financially, needed a job and will be employed full time when I return to college in the fall.
- Well, after experiencing my freshman year, I didn't like it. So I've decided to at least sit out a semester to get my thoughts together by attending a community college, landing a promising job with high pay, good benefits or give the same college another try. The semester was a total disaster (which depressed me a lot and led to dropping out for one semester). Although I didn't like being away from home nor dormitory life, I did like to think of myself as being one of the very few able to attend _____. Since my mother and sister graduated from there, I am still considering perhaps to graduate from there, if a promising job doesn't come my way in the near future or if I don't get accepted at _____ College.

- I had conflicts with an instructor.
- My mother was laid off. I decided to go to the Navy so I could relieve her of responsibility of me and also so that I could help her. I expect to complete college after I get out of the Navy.
- I transferred to another college from January to March, and I decided to let school go for now.
- Mother got laid off so I had to get a job to help the family.
- Teachers were not good and the dormitories were not suitable, that is, the environment was very bad.
- I didn't understand what some of the teachers were talking about. I didn't have any kind of understanding of my major.
- Mostly it was financial problems, the school tuition went up. And I had to get a loan to pay about a third of it. It seems I was only getting in debt.
- Tuition expenses are high, and not enough financial aid.
- I wanted a break, wanted to be independent of the family financially.
- I bought a new car after I got a full-time job. I expect to return to college some time next year.
- I felt like I wanted to travel and see the world.
- I needed time out to find what I wanted to do before going back.
- I always wanted to join the military.
- First of all I wanted my own car and I didn't have one at the time. Then, my family put me down because I chose to attend college.
- I was coming back this fall, but I went in the Army Reserve and didn't graduate until September 5 and was told that I was too late to register, even though my commanding officer had called and they said to come as soon as training was finished.
- I just wanted to try something else.

- The reason I left school was academic problems. I was making C's and D's and didn't have the GPA I needed to stay in school.

- It was mainly the other students. We didn't think the same and couldn't get along.

- I just wasn't comfortable at _____.

- My withdrawal from college was the result after I didn't get my grant which the SAR was late getting it to me.

- I felt courses in my curriculum were unnecessary; some of these courses will not ever be used in my career goals.

- My application for a Pell Grant got mixed up because I didn't have a copy of my parents 1040 form. Since they couldn't find theirs either I didn't get the grant in time to register. Meanwhile we've sent for and received a copy of their income tax return and I expect to be back in school in January.

- I prepared to go to _____ College in one week. My original plans were to attend the college in January. I was kind of like pressured to do something with my life because I wasn't doing anything else. I have been sent forms from the college for readmittance. Now I am better prepared. I have worked for awhile and saved up enough money to help myself while I'm in college. I would like to attend _____ College.

- They don't have enough extracurricular activities; in fact, they don't have any. There is nothing to do after classes. There was a game room but it was locked most of the time. It was just so boring.

- I didn't do very well in school because I don't hear very well. They could understand me but I couldn't understand what was going on in class most of the time. Communication problems were just too great.

- I was getting pushed through the system just because they needed a certain number of blacks. I didn't feel like I was mastering the skills necessary for employment as a computer programmer. I expect to return in January. I've been working on spelling, reading, and vocabulary so that I can do a better job next time. If I don't make it this time I'll probably go into the service or something.

- My grades were poor so I decided to sit out a semester.

4. Self-Reported Reasons Given by White Males for Dropping Out by the End of the Freshman Year

- A person should feel comfortable and happy; therefore, if one dislikes a college's living environment, he should transfer. Academia is very important in today's areas of employment.
- I didn't do well because I really didn't have career goals.
- My roommate wasn't human and my cash flow was very poor and getting a part time job was out because of soccer practice.
- I plan to go to tech; I'm not sure about what I want to do and the college was just too far from home.
- Just wasn't interested in the city and the money wasn't that good so I decided to take a break.
- A combination of wanting to work to earn more money for school and a couple of family problems. I expect to return.
- I was not sure what I wanted to do, so why spend money on something I wouldn't be happy with.
- Was working part time and did not have time for study and I still don't know what I want to do with my life.
- I didn't have clear goals, wasn't settled, and made poor grades.
- Grades were not what I expected. Classes were not what I expected.
- My girlfriend transferred to another college.
- _____ College is boring. The students act stuffy toward each other. If you are not a member of a fraternity, you are treated as an outcast. This is why I have decided to attend a 'real' college such as the University _____ in January and then the University _____ in 1½ years. The people at _____ act like they are better than everybody else around them. I have been around other college campuses, but I have yet to sense the same feeling. I have met and become close friends of people at other colleges and they don't act like this. Maybe the small size of _____ plays a major role in developing this sense.

- Money was the most important problem, and I wasn't making real good grades, but I would have gone back if I had the money.
- I just decided that _____ wasn't what I wanted, so I left. I wanted to come home.
- I decided that I didn't need to go to a four-year college because _____ offers a training program in LP gas which will prepare me to go into my father's business.

5. Self-Reported Reasons Given by Black Females for Transferring by the End of the Freshman Year

- Dormitory life was probably the only one.
- Some of the teachers were prejudiced and did not take time to explain. Also, I did not like being so far from home.
- I transferred because I wanted to be close to home and all the other reasons I stated.
- I had a bad experience down there. Mother wanted me to come home.
- I just didn't like it there.
- _____ did not offer a major in pre-nursing.
- I did not like the college environment where I was.
- Something happened to me there that made me very afraid. The incident had nothing to do with the school.
- I transferred because it was closer to home and because I wouldn't have to take so many courses unrelated to the nursing program.

- I didn't like the atmosphere at all. I thought the school was prejudiced.

- Transportation was a major problem. I didn't have any way to get back and forth to school.

- I don't think I was really ready for college. I changed my major three times during my first year.

- I transferred because _____ has a nursing program and _____ didn't; also _____ is closer to home.

- I felt like just being closer to home; I thought I would like going to school in Florida instead of South Carolina.

- After my illness, I would have come back to _____ College, but the English department was very reluctant to change my grades from WF to WP. Had they done so before I decided to attend another institution, I very well may have come back to _____.

- Because I wanted to better my education and I didn't feel like I was doing that at _____. I needed individual attention and teachers didn't seem to care one way or the other. I'm not too pleased with the school I'm going to either, but I'm going to hang in there another semester. If things don't get better I will have to transfer again.

- I just wanted to come back home, I guess.

- I didn't apply myself because I really wanted to go to tech. The college didn't have a major in computer science which is my choice.

- I found a job, so then I could work during the day and go to school at night.

- I transferred from _____ College because it cost too much. It is not a highly accredited school, and I wanted to be sure of getting a good job when I graduate.

- Did not have a nursing program, decided to transfer.

- Too far from home. Curriculum, i.e., did not offer physical therapy as a major.

- Homesickness - too far from home and was not learning anything at _____.

- Really, the environment was the main problem. It was a rough town. Further I couldn't understand one of my professors because he always mumbled and would not explain.

- I changed my major to nursing; _____ did not have a major in nursing.

- In relation to some of the faculty, I didn't feel they offered me enough of a challenge. I can't say that any of the classes I took were as challenging or as informative as I preferred.

- In my situtation, I transferred because tuition was too expensive, and the school really didn't have much to offer for the expense of the college and its conditions.

- The main reason that I transferred to another college is the college that I was attending had a poor program in the department of my major and _____ program is excellent.

- I just did not like the college, mainly the location.

- The previous college I attended is an excellent facility. I always wanted to go to my present school and I think that is why I didn't adjust well. It was my way of getting what I wanted at the time.

- I felt very out of place at _____ College. The college in my opinion is too social. Most of the students' values were not in the right place.

6. Self-Reported Reasons Given by White Females for Transferring by the End of the Freshman Year

- The lack of on campus housing—dormitories—no supervision. Not much relations between teachers and students. At _____ College, they give a lot of individual attention and help.

- I felt I could do better in school living at home.
- I had a job in Charleston, but not at the college I attended.
- I decided to go into the nursing program at tech for two years, then go back to college to get my B.S.
- The college didn't offer a nursing major and I originally planned to transfer to _____ after two years anyway, but I discovered that tech offered a two-year registered nurse's degree. I still plan to get a degree at _____ after getting the nursing degree.
- My choice of major required another college, and I also wanted to attend a large university.
- I just didn't like the people and their ways, didn't like the dorms there and wanted to be closer to home. I changed my major from education to art and opportunities were better at _____.
- _____ is a 2-year Christian College and I felt that I needed the extra support before going back to _____.
- I felt that by going to Tec (where I am now) I could be in the work force with a career I enjoy sooner than staying in the 4 yr. B.S. program I was in. I may finish my BS later but need a steady job as soon as possible.
- I transferred to _____ because I'm majoring in Physical Education and my other college did not have this major. I started at _____ College because it was an hour away from home and I have visited that college beforehand. My oldest sister also went there. _____ gave me a decision: (1) go into the 3 for 1 program or else (2) go to a college now who had a P.E. major. So, this was my decision to go to _____.
- I expected to transfer at the onset.
- I withdrew from college because of the outrageous number of lesbian students. Do not write or call me anytime.
- I just missed my mother, and wanted to live at home with her.

- While at _____ I wasn't sure about what I wanted to do, but met a head nurse in class and through talking to her decided that I wanted to be a nurse (after visiting her on the job). After I get my nursing degree I plan to go back to _____ to get my B.A. as she is doing.

_____ Tec offered a two-year nursing program. I'm very pleased with it and I plan to get my B.S. at _____ after I get the nursing degree.

- I just didn't like it there.

- Going to _____ is a family tradition so I knew I would transfer all the time.

- I'm attending the _____ University Nursing Program. I would have had to transfer here anyway since _____ nursing program is affiliated with _____.

- The classes were too large and the professors didn't 'teach', they gave you the information and told you to learn it.

- When in high school I was isolated from the social life because of my parents. When I went off to college I went wild. Also I was not prepared for college courses.

- Teachers expected me to work independently; then they would sort of check the work. I didn't like that at all. Further I had too many friends from home there, that just didn't work too good. The school was not all it was cracked up to be.

- Withdrew to help father with the business until he could find a replacement for the secretary. I am going back to _____ in the spring of '85.

- I was attending a four-year college. My move to a two-year technical college gave my future a more direct path. I now have a career to work toward!

- I am a fairly religious person and I encountered a lot of atheism as far as professors. I was just very unsure about my future and what I wanted to do.

- After I decided I wanted a career in the secretarial field, I went to a school that specializes in that.

- If I had the money to go back to college, I would go as soon as possible. My father was killed in service—when I was 18 yrs. old—social sec. was dropped and I was depending on this to help me through college—Now V.A. has decreased payments to me.

- I changed my major and had to transfer to a college that had my major.

- Working part-time seemed to be a problem as far as my studies. I took too many hard classes at one time.

- I was not really sure what I wanted, but I loved school. I was extremely homesick and that seemed to be really all I wanted was to go home and be with my family. I actually only needed to grow up and take my own responsibilities.

- Decided to transfer to a larger school—live closer to home.

- I got married and moved to another city so I transferred.

- I never felt at home at _____. I felt that God didn't really want me to go there. I got in a big fuss with my parents and my dad agreed that I shouldn't go there because there were some people from home there that I didn't need to associate with. I applied to _____ as well but didn't go because it was so far from home. Anyway, I didn't do so well at _____ so I decided to transfer because I needed to get away from the old home crowd.

- One reason why I transferred was because a lot of high school friends went to college here and because I seemed to be happier in Charleston.

- I felt that I could dedicate more time to school with fewer distractions at a college nearer home.

- I didn't like commuting so far every day and I didn't want to transfer to _____ for the nursing degree, so I enrolled in _____ Tec's nursing program.

- Homesickness.

- Mainly I wasn't sure of what I really wanted to do. I had not selected a major. Moreover, college life was just not what I expected.
- I wanted to be closer to home.
- I decided to attend another college.
- I really didn't know what I wanted to do.
- They didn't offer anything that I wanted to major in. I like cutting hair.
- I found that I enjoyed the atmosphere at _____ more than _____. It suited my personality better.

7. Self-Reported Reasons Given by Black Males for Transferring by the End of the Freshman Year

- The college was so far away from home. I figured that I could get what I want closer to home. I really didn't know the town.
- I was too far from home.
- I found another college which I felt would ensure me a better chance of realizing my career goals.
- I am hoping that I make good grades in pre-nursing so I can come to _____ College in 1985 and 86.
- The last college I attended had an open door policy, therefore all students from any background were allowed to enter. Most of them had no standards and the college was just like a big 'ghetto'. There were a few cultured students, but the majority were very loud and unruly.
- The living conditions in _____ Hall at _____ College were disgusting. I paid almost $5,000 and deserved much better; I don't live at home with giant roaches and I won't live with them away from home.

- I really wanted to go to _____ but my grades were too low. I decided to go to _____ but it was just too expensive. Daddy decided it would be best for me to go to Tech.

- I decided to attend college closer to my home. There was little activity on weekends when most students who lived nearby went home.

- I didn't get my basketball scholarship back.

- I was not pleased with the way the teachers taught their classes. I did not have the chance to 'walk-on' or 'try-out' for basketball team.

- I wanted to attend _____ but applied too late so I went to _____ for a year while waiting to get accepted there.

- _____ is a good school but it was just too quiet. I grew up in Washington, D.C. I just could not stand not having anything to do after classes. The only extracurricular activities were intramural basketball and softball. They had pool tables but you had to put money in them. The only other thing to do was to walk to town since there were no taxies or buses. There weren't too many good stores.

- Mostly it was a matter of convenience. I found that I could get the same training at a technical college close to home. It costs a lot less too.

- Transportation was the biggest reason, plus no work or making any type of money. When I was just in school my life just stayed in one place. But now that I'm working I'm ready to go back to school.

- At first the only thing I wished to do was to graduate and teach school someday and that's all. But now I wish to play basketball again and keep up my school work like in high school. I wish to play pro basketball, but the college I enrolled in last year was too small. All my life I wished to enroll at _____ College and play ball and also to get more help in class too. Thank you for you assistance.

8. Self-Reported Reasons Given by White Males for Transferring by the End of the Freshman Year

- I personally did not like the location of the college so I transferred back to my home area with hopes of entering _____ in Fall 84.
- Coming from a large high school near a large city made me dissatisfied with the location of the college which was also too small.
- I received a full scholarship to _____, entered but left after 15 days. _____ was then the only other school to which I had already been accepted. I enrolled there but transferred to _____ at the end of the first semester.
- Decided I wanted to return to N.Y. where my family originally lived. Also decided to study Hospital Administration.
- Decided to live at home and have a part-time job as well as go to school. I like this better than campus life at _____.
- I attended _____ College in 83-84 school year. In this college I felt as though I was treated as a number and not as a person. This is the main reason I switched to tec.
- Decided to go in service U.S.M.C.
- Financial problems. I have one brother in Clemson, another getting ready to enter college, myself, could not get any grants because my parents made $35,000 together. They indicated this was too much,
- I still am not sure what I want to do. The Tec College is closer to home and cost less. Therefore I am still continuing my education but still not in any certain direction (I'm still not happy!)
- I transferred to _____ because _____ did not offer a program in my area of interest.
- Too noisy, too many parties and distractions.

- They didn't have the drafting class I wanted at _____ and tec offered a more direct route to what I want to do. I may go back after I finish tec to get a B.A.

- I have always been interested in drafting and was disappointed in _____ offerings.

- I would have stayed at _____ but transferred to a merchant marine academy to become an officer in the dying U.S. shipping industry.

- I plan to return to _____ in the fall of '85.

- Grades. I was really happy there doing what I was doing but what I was doing had nothing to do with an education. I played around too much.

- The number 1 reason was grades. Also I was homesick and had problems with my roommate.

- Classes were too large, teachers would not explain when asked questions; in cases of difference of opinion if students did not agree with teachers they were given a lower grade or failed. Instructors would lose several different assignments therefore giving the students an "F" or 0 for uncompleted work. Talking to school officials was unsuccessful therefore having bad grades on record. It was a total waste of time and money.

- Like changing places and meeting new and different people.

- Ran out of money, plan on working and traveling. Interested in going to school in different parts of the country and world.

- _____ was my first choice. I went to _____ my freshman year because I could not get in. I transferred to _____ when I was accepted in 84-85. I had no problems at _____.

- I did not enjoy the atmosphere at _____. There was no school related activities that appealed to my interest.

- I didn't like being at a smaller school and wanted to go to a bigger one. I'm now getting my grades up in hopes of transferring to a big school.

- My professors could really not relate to me and I really did not know the proper way to study. (Bad study habits).